ED001737 CURRICULUM RESOURCE MATERIALS FOR MEETING SCHOOL RETENTION AND PRE-EMPLOYMENT NEEDS. Board of Education of the City of New York (Board of Education of the City of New York, N. Y., N. Y.). 1962. 228p. (No. 8).

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME N.A.	DATE RECEIVED N.A.

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001737	N.A.	No. 8

4. AUTHOR(S):
Board of Education of the City of New York

5. TITLE OF DOCUMENT ABSTRACTED:
Curriculum Resource Materials for Meeting School Retention and Pre-Employment Needs

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Board of Education of the City of New York
ST.
N. Y., N.Y.
CITY, STATE
TELE.
EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE Board of Education of the City of New York, N.Y.,N.Y.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1962	228

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☒ NO ☐

COPYRIGHT RELEASE FILED
YES ☒ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
curriculum guide

16. INDEXING TERMS (6-12)
slow learner
dropouts
employment preparation
secondary education
work-experience programs
civic education
curriculum materials
teaching techniques

17. ABSTRACT (MAX. 250 WORDS)

The curriculum materials were provided to aid secondary school teachers of slow learners and potential high school dropouts. The aim is to provide a basic education, encourage a successful learning experience, and prepare them for the world of work. Approaches and methods are geared to the slow learner, and material is presented which will be functional and related to their experiences. It serves to direct those about to make or already making the transition from school to the job. Topics are also designed to inculcate desirable ethical, social and civic attitudes. Ways of identifying the slow learner and special techniques for teaching him are described. The importance of guidance by teachers and other personnel is emphasized. A selected bibliography gives further reference.

Units include background in American Heritage and government, language arts, basic science, and mathematics. Others involve use of leisure, preparation for driving and family membership. Several relate more directly to the world of work, exploring jobs, skills and industry. Each unit states its objectives and content, and suggests teaching materials and plans. The appendix contains committee reports on a program for slow learners and a description of New York's work experience program. This enabled a group of students who failed to adjust to the high school situation to have a part-time job under the supervision of a co-ordinator while attending school.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

ERIC Form 1

ED001737

B. 1

Curriculum Resource Materials for Meeting School Retention and Pre-Employment Needs

Youth Achievement Program

BOARD OF EDUCATION OF THE CITY OF NEW YORK

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED00 1737

CURRICULUM BULLETIN • 1960-61 SERIES • NO. 8

Curriculum Resource Materials for Meeting School Retention and Pre-Employment Needs

Youth Achievement Program

BOARD OF EDUCATION OF THE CITY OF NEW YORK

BOARD OF EDUCATION

MAX J. RUBIN
President
Brendan Byrne
Lloyd K. Garrison
John F. Hennessy
Morris Iushewitz
JAMES B. DONOVAN
Vice-President
Samuel R. Pierce
Anna M. Rosenberg
Clarence Senior

Superintendent of Schools: JOHN J. THEOBALD

Deputy Superintendents:
C. Frederick Pertsch
Instruction
David H. Moskowitz
Business and Administration
Bernard E. Donovan
Research and Evaluation

BOARD OF SUPERINTENDENTS

JOHN J. THEOBALD
Chairman
Clare C. Baldwin
Edmund J. Gannon
Ethel F. Huggard
John B. King
Morris Krugman
Joseph O. Loretan
David H. Moskowitz
C. Frederick Pertsch
Fred Schoenberg

CURRICULUM COUNCIL

ETHEL F. HUGGARD
Chairman
Philip Becker
Arthur W. Clinton
Martha R. Finkler
Renee J. Fulton
Maurice D. Hopkins
Richard M. Lubell
WILLIAM H. BRISTOW
Secretary
Cornelius J. McQuillen
Cormac Meagher
Jacob H. Shack
David J. Swartz
Jean A. Thompson, M.D.
J. Wayne Wrightstone

THIS BULLETIN IS A JOINT PUBLICATION OF THE DIVISIONS OF CURRICULUM DEVELOPMENT AND OF HIGH SCHOOLS

COPYRIGHT 1962
BY THE BOARD OF EDUCATION OF THE CITY OF NEW YORK

Application for permission to reprint any section of this material should be made to the Superintendent of Schools, 110 Livingston Street, Brooklyn 1, N. Y. Reprint of any section of this material shall carry the line, "Reprinted from (title of publication) by permission of the Board of Education of the City of New York."

FOREWORD

In this critical period of our career as a nation, the conservation of our human resources has become a paramount duty. Excellence, which we have been reminded can exist on many different levels, is precious in itself as a human attainment; it is now also precious as an instrument of our national purposes.

These curriculum materials are intended as an aid to teachers who undertake the task of motivating students whose academic experience has not been fruitful, to remain in secondary school and to attain an educational level in keeping with their abilities. The materials are designed to open educational doors to these students and to provide orientation to adult responsibilities in the world of work and in the democratic community. They are practical and imaginative in suggesting content and methods that have been found effective in teaching these students. Teachers should find them of great assistance in leading pupils to experience success in learning. The suggestions should be equally helpful in building the skills and attitudes that prepare young people for successful employment. In the hands of our teachers, they should light the way to excellence for many more of our secondary school students.

ETHEL F. HUGGARD
Associate Superintendent
Division of Curriculum Development

FRED SCHOENBERG
Associate Superintendent
High School Division

December 18, 1961

CONTENTS

Introduction 1

Unit I: Our American Heritage 17

Unit II: Language Arts 47

Unit III: You as a Consumer 84

Unit IV: You and Success on the Job 98

Unit V: You as a Worker in Industry 108

Unit VI: How Our Government Works 118

Unit VII: Your Family Membership 130

Unit VIII: Your Use of Leisure Time 144

Unit IX: Your Preparation as a Driver 156

Unit X: Personal Mathematics 166

Unit XI: Using Mathematics as a Worker and Citizen 179

Unit XII: Science in Daily Living 187

Unit XIII: Development of Salable Skills 206

Appendix 213

- Chart 213
- Committee Reports 214
- Work-Experience Program 221

ACKNOWLEDGMENTS

The preparation of this bulletin and the project of which it is a part are a joint venture of the Division of High Schools, Fred Schoenberg, Associate Superintendent, and the Division of Curriculum Development, Ethel F. Huggard, Associate Superintendent.

Staff work was directed by Mary E. Meade, Assistant Superintendent, and Paul Driscoll, Supervisor of Work-Experience Programs, High School Division; and by William H. Bristow, Assistant Superintendent, and Leonard Ingraham, Administrative Coordinator, Bureau of Curriculum Research.

Principal researcher for the project and writer of this bulletin was Charles Savitzky, teacher assigned to the Bureau of Curriculum Research.

The *Ad Hoc* Committee on the Design of a Curriculum for the Slow Learner (Secondary Schools) was of material assistance in connection with the project and this publication.

Members of the committee were:

- Philip Becker—Assistant Superintendent, Vocational High Schools
- William H. Bristow—Assistant Superintendent, Bureau of Curriculum Research
- William Cox—Administrative Assistant, Aviation High School
- Paul Driscoll—Supervisor of Work-Experience Programs, High School Division
- William Fitzpatrick—Principal, Woodrow Wilson High School
- William Friedman—Principal, Sheepshead Bay High School
- Beatrice Hodgins — Principal, Jamaica Vocational High School
- Saul Israel—Principal, Haaren High School
- Evelyn Koenigsberg—Principal, Washington Irving High School

Morris Krugman—Associate Superintendent, Division of Child Welfare

Alfred Nussbaum—Principal, Junior High School 211, Brooklyn

Elizabeth C. O'Daly—Assistant Superintendent, Districts 32, 33, 34

Many teachers and supervisors in junior, academic, and vocational high schools, and teacher coordinators in the Work-Experience Programs have reviewed the material in this bulletin and have made helpful suggestions.

The following staff members of the Bureau of Curriculum Research collaborated in the general editing, design and printing production of this publication: Maurice Basseches, Editor; Muriel Deutchman and Elena Lucchini, editorial assistants; and Simon Shulman, cover design. David Seebold was responsible for the illustrations.

INTRODUCTION

Origin and General Design

Secondary school administrators and faculties have recognized for some time that a small proportion of their students are unable, for a variety of reasons, to cope successfully with the regular high school programs. These students have a record of failure and have a stronger tendency toward early school-leaving than does the student body as a whole. There is an imperative need to supply them before they leave school with a basic education that will enable them to adjust competently to the world of work. At the same time, this basic education should be of a kind that would give them the opportunity to improve academically and, perhaps, to be motivated toward remaining in school for further education. The provision of such a basic education implies the establishment of curriculum guide lines in areas that are accepted as bedrock educational necessities. It also emphasizes the need for guidance in selection and use of materials and in approach and methodology on the part of the teachers who are to undertake the education of these pupils.

In the fall of 1959, an Ad Hoc Committee on Design of a Curriculum for Potential Dropouts in Secondary Schools was organized to deal with the problems of selection of basic areas and of approaches and programs geared to the pupils. Three sub-committees, representing each of the secondary school divisions, prepared suggested programs for use in their respective divisions. These became the bases for further exploration and refinement of subject areas. Finally, the committee prepared guide lines in each of the units included in these Resource Materials. These units represent the concensus of the committee as to the minimum educational needs of the potential early school-leavers.

During the spring term, 1960, the Writing Committee, with the cooperation of the Bureau of Curriculum Research, prepared resource materials to implement the proposed units. These materials were distributed in mimeographed form to secondary school principals and other interested persons. They were used experimentally in the Work-Experience classes of six high schools and in special classes in five junior high schools. The Work-Experience teachers devoted two meetings to evaluation of the materials. On the basis of their evaluation and of further evaluation and suggestions volunteered by principals, supervisors, and teachers in other schools, the materials have now been revised and expanded.

It has been the intention of the Writing Committee to make these teaching units as serviceable to teachers as possible. The suggested approaches, methods and materials have been drawn from those that have been used with success in teaching various slow learner groups. An attempt has been made to provide a variety of approaches in terms of content scope and demands on reading ability, as a degree of heterogeneity, varying from school to school, is to be expected among these pupils. Although the level of difficulty has been scaled down, the intention has been to maintain it at a point sufficiently high to assure effort on the part of the pupils. Above all, the aim has been to present material that will be functional for these young people in a manner geared to their experiences and aspirations.

The possibility has been kept in mind that implementation of the program may vary in structure among divisions and among schools. It is hoped that the flexible nature of the guide will make it serviceable in a variety of patterns.

The topics included have been developed with the interests and needs of the pupils in mind. They should serve to direct the learning of young people who are about to make, or are already making the transition from the school to the job. In this connection, the interested teacher will alert these pupils to the opportunities afforded by adult education programs for additional learning that will be valuable to them in their job-careers. In the development of the topics, provision has been made for the inculcation of desirable ethical, social, and civic attitudes. This aspect of the work is considered vital to the preparation of these pupils for their roles in society.

Statistical evidence available on pupil discharges in day secondary schools for the school year 1959-1960, add proof to a problem of sizable proportions: During the 9th and 10th grades, 6,079 pupils were discharged for employment certificates; the total number of discharges for employment certificates approximated 10,000; and the total number of discharges (excluding part time vocational high school) for "over 17" was 17,553. (See Appendix.) The 10th year is the starting point for large numbers leaving school and has the highest incidence of school-leavers for the statistically recorded reason of e.c. (employment certificate). It is during this year that many students reach the age of 16 at which time the New York State Compulsory Education Law permits full time employment with the limitation of Continuation School attendance one-half day a week until the age of 17. The statistical picture on the number of dropouts for this group in relation to the different divisions of the school system is changing in that the academic and junior high schools are receiving an increasingly larger percentage of potential dropouts, reducing somewhat the high figures in the vocational schools. This is due to the fact that vocational schools are becoming more selective of their student population through entering examinations and also to the policy of not advancing students to high school if they have not attained a reading score of 5.0.

Although many studies on dropouts have accepted the need for earning money as the reason for withdrawal, a study made by the Bureau of Educational Research pointed up areas where educational opportunities must be expanded. ". . . it seemed evident that the reasons given for dropping out (the need for earning money) were not always the true ones. Accordingly, research workers held interviews with a sample of the dropouts at the tims when they withdrew from school. The findings indicated that the majority of the young people who left to enter employment would have remained if they had not been failing or if they had been able to see how school work would advance their life needs and interests."[1] It is to this area that the efforts expended on this bulletin have been directed.

The usual practice of permitting potential dropouts to form part of the regular classes has worked to the disadvantage of those students directed towards graduation and a fuller and more intensive learning-process, and has helped build negative feelings of antagonisms and frustrations for those who cannot meet the standards of application and accomplishment of the average students. There is a drag in the tone of the classroom atmosphere which may be serious if there are manifestations of disruptive behavior. At times, this disruptive behavior may reflect a pattern of anti-social conduct which extends beyond the school environment. But it does not carry the implication that we are confronted with an imbalance of delinquents or borderline delinquents soon to be in trouble with the law. Their major trouble may, in different degrees, well be with themselves, not the law, in that they have not experienced success or competence and the whole aura of self-confidence and purpose at a crucial period of their development, and in a school atmosphere which consumes a large segment of time in their daily living, concentrated and compacted. Their unhappiness may express itself in antagonisms or attitudes of indifference, and acceptance of the status quo as some pre-ordained, forbidding sentence ("So I'm stupid . . . I know . . . who cares?"). All these manifestations carry the germs of more serious consequences, potential maladjustments which have an impact beyond the present into later life situations, in the family, at the job, and in the community. Studies by Frampton and Gall[2] have shown that slow learners are more maladjusted than students with higher intelligence and achievement quotients. Another important factor to note is that "juvenile delinquency is ten times more frequent among dropouts than among high school graduates."[3]

If maladjustments are to be eliminated, curriculum plans must be redesigned and overhauled. The New York State Youth Commission has long favored it. Their recommendations follow:

---

[1] Our Public Schools: Annual Report. 1955-1956. Part III. Educational Research. *Youth Who Leave School Before Graduating.* pp 31-34.

[2] Frampton, Merle E., and Gall, Elena D. *Mental and Emotional Deviates and Their Special Problems.* Porter Sargent. 1956. Vol. III.

[3] Research Bulletin, NEA, Vol. 38, No. 1. February, 1960.

"1. Increased range of offerings to meet the normal needs of individual pupils.
2. Curriculum adaptations to meet special needs.
3. Better articulation between school work and out of school living."[4]

These recommendations are not reserved as guideposts for application to a special, narrow group, one of the major concerns of the Youth Commission, but to the larger spectrum of those students who are meeting serious difficulties in mastering the traditional high school program, and for those who are considering early dropout.

Segregation alone is destructive because it subjects students to custodial care and a waiting period instead of positive situations for learning and preparation for the world of work. High schools cannot afford to accept the presumption that reaching the 10th year is, ipso facto, an indication of mastery of the basic tools of learning. There remains a weighty responsibility to provide the potential dropouts with an educational program which will assure elements of growth on their level, a sense of accomplishment, and preparation for taking their places in society as citizens and workers. Unless genuine efforts are made for such a program with curriculum adaptation and coordinated guidance, these students will suffer not so much of cultural deprivation in the higher areas of developing tastes in the arts, as of basic educational needs, the foundation layers of growth. The program must be realistic and direct: realistic in the sense that it builds purposefully on the capacities and interests of the students, and direct in the sense that goals are both discernible and achievable. It cannot be confined in scope, but must have built-in avenues for broadening interests and appreciation-values and, in some cases, providing for transfer to more intensive learning programs. Though these students may have serious limitations, helping them to face these limitations realistically and clarifying their goals are healthy steps forward towards experiencing achievement. This individual growth is one of the minimum outcomes shared with changes in attitudes towards school and environment, from antagonisms and indifference to acceptance and understanding. The content of their studies, perforce, must be job oriented and highly functional; the presentation varied, taking into account mature interest levels and motivations.

In broad outline, the New York State Education Department has set the following goals in secondary education which are applicable:

"1. To develop the broad orientation toward other people necessary for American citizenship.
2. To provide for pupil health and personal adjustment.
3. To help pupils become more independent.

---

[4] New York State Youth Commission. *Prevention in Action.* Albany. 1954.

4. To give breadth of exploratory experiences.
5. To help pupils appraise themselves realistically.
6. To make basic skills and knowledge functional.
7. To prepare pupils for the experiences of later adolescence."[5]

Teacher Programming and Materials

The program for potential dropouts involves an unusual amount of planning, gathering materials, preparing worksheets, and conferring with students, other teachers on the program and supervisors, especially during its experimental stage. It cannot function effectively or meet its pressing need unless the teacher is provided with time for these activities. In addition, he should have files available for recordkeeping and varied curriculum materials and easy access to a duplicating machine.

Class Composition

How wide a range there will be in abilities, interests and needs will vary from school to school. Another variable factor is the number of reluctant learners in proportion to the slow learner of normal or low ability. The ideal situation is a fairly homogeneous group, but administrative limitations and student populations may dictate other arrangements. The exact nature of the extent of the range of variations is most important in planning the kind, character, and duration of the lesson and the materials and technique to be used. It will be necessary for the teacher to reach decisions on the most effective approach in time allocation for individualized or class work. It is conceivable that in a subject such as mathematics where the class has little command of the basic processes and wide variations exist, most of the work for a long period will be individualized along graded lines.

Identification of Slow Learners Who Are Potential Dropouts

1. Severe retardation in reading and arithmetic. A reading score of 5 or lower.
2. Poor work habits.
3. Irregular and intermittent attendance (including truancy).
4. Poor scholastic achievement.
5. Lack of ambition or incentive.
6. Negative or hostile attitude towards school.
7. Delinquent behavior.
8. Withdrawal symptoms.
9. Poor record of personal and social adjustment.
10. Occupational mindedness.

---

[5] New York State Education Department. *A Design for Early Secondary Education in New York State.* Albany. 1954.

Their slowness is merely descriptive of their present educational profile. It does not, of necessity, imply a mark of intellectual inadequacies. In fact, by observing them at work, the validity of early IQ scores is called into question.

As a group, they have more potential than their school record of achievement indicates both for subject matter and attitudes. In some cases, they may have an average or better than average IQ, but achievement is at a low level because of a combination of negative environmental factors connected with broken homes, truancy, and gang involvement. Most of them are retarded in basic skills and in wholesome social attitudes.

Their insecurity is deep-seated and often expresses itself in aggressive behavior or withdrawal. The protection and recognition they seek and need will find extra-legal forms if necessary.

School is often more a block than a challenge to slow learners. They are incapable of sustained effort or attention on projects whose goals are too time consuming or have little immediate relevance to their needs. Defeat has become the normal course of their experience.

Their chance for success in learning is heightened when the verbal-text approach is de-emphasized and more emphasis is placed on the visual, the concrete, the direct situation.

A study of the cumulative record card is essential not only for obtaining an accurate picture of scholastic achievement and attendance to date, but also to gain an insight into character development and emotional problems through such personal data as teacher estimates and agency contacts which include information on home conditions. The examination of these records at the very beginning of the term will forestall many difficult situations and ease the learning process.

Use of This Bulletin

This bulletin is neither exhaustive in scope and number of content units nor rigid as to the sequence of units or the approaches suggested. It is meant to be suggestive and adaptable as the teacher's judgment dictates. How much time is spent on each unit will depend on the interest aroused and the measure of achievement taking place. Within every unit, however, there are opportunities of correlation with more than one subject area and the development of a number of skills. The teacher may decide to divide some units into smaller segments, or to adapt some to periodic lessons over a longer time-span.

For a number of units, representative material in the form of lesson plans, adaptations from text and other sources, visual aids, and tests have been added to show some of the different types of appeal possible and applicable for most of the subject areas.

It is important that teachers of all subject areas on this problem read the entire bulletin to become acquainted with the variety of approaches, activities, and materials, and to understand the direction and emphasis in subjects other than their specialties. The unit dealing with language arts is, in this respect, especially important because it is a continuing course of activities correlative with work and other units. The unit on science was written as a unifying base drawing and organizing science content from subjects covered in other related units covered in this bulletin. There is no compartmentalization of subject matter as separate structures; the interweaving and cross reference is intentional in order to make this bulletin more integrated and useful.

In line with the widening interest and importance attached to aerospace education, the curriculum plans and procedures have made use of aviation materials in various manners in many of the units. Thus, they have been used as motivating devices in the lesson on Puerto Ricans, Our American Citizens (Our American Heritage unit); as the body of a lesson on mathematics dealing with the speed of air travel and distances (Personal Mathematics unit); as suggested content in visits to airport facilities for leisure time activities (Use of Leisure Time unit); as a means of developing understanding of such regulatory agencies as CAA (How Our Government Works unit); as resources from which to build scientific experiments and develop an appreciation for positive changes in our living as a result of technological improvements (Science in Daily Living unit); and as an area for developing skills in an expanding field of job opportunity, service and mechanics' industries (Development of Salable Skills unit).

To avoid a piecemeal approach, planning is required, in advance, for meaningful integration of sections of a unit's work. The day by day informational and attitude goals as well as the day to day transfer-techniques should be discernible and noted for reference.

It is hoped that this bulletin will be expanded by additions of suggested materials from cooperating schools and other sources, and refined in objectives and administration as experience and experimentation in the classroom give direction. Plans are to continue developing resource materials and aids, including an extended visual aid program, in a regularized manner, and distributing them for use and evaluation.

Methods and Materials

The selection of methods and materials has the over-all objective of producing a classroom atmosphere that is a positive aid to learning. There should be provision for freedom from tensions, free and informal discussions, and planning with pupils. However, the activities must be on a mature level, distant from the elementary school simplified appeals.

In view of the fact that potential dropouts move at a slower rate and do not respond readily to usual teaching procedures, care should be exercised in developing and selecting units which are concrete, short, and offer varied means of approach. Abstract concepts, attention to details, and rote learning are not realistic goals for them. Thus, a study of the history of the income tax and Amendment XVI have little meaning to them. Filling out income tax forms, knowing how and why they are paying the taxes is functionally useful. The units are to a great degree problem-centered within their experiential scope and level of comprehension.

The following suggestions for the slow learner from *The Unit*[6] are very valuable:

"1. Printed materials for research are often not suitable. Teachers will sometimes have to rely on teacher-prepared materials in order to provide reading experience for pupils. Sometimes they will need to read to the class, or 'tell' the information, or paraphrase information in books too difficult for pupils to understand. The story technique is a good device for presenting background information and arousing interest. In this way these children will receive the necessary subject matter background which slow learners often lack.

2. The teacher assumes more responsibility for selecting the unit theme and deciding the specific activities to be carried on.
3. The teacher needs to have ready a long list of interesting activities which can be carried on by one or two students. They find it easier to select from such a prepared list than to originate activities themselves.
4. Reporting by slow learners should be primarily oral. Using pictures; telling anecdotes and experiences; reporting on related reading or on trips; telling about an interview are simple ways of reporting. Outlines for reporting may be prepared by the teacher as a guide. Question form of outline is simpler for slow learners to use.
5. Units should be relatively short in duration — one or two weeks. Immediate results help to sustain interest.
6. It is sometimes easier to work with the entire class as a committee of the whole on one phase of the unit. Groups of two students can work together on a common interest and prepare a single report."

Where in the usual lesson with regularly-paced learners more emphasis is placed on content, in the case of slow learners the motivation and supplementary aids become central. Details are at a minimum and simple interrelationships among facts is all-important. The constant use of such aids as cartoons, charts, anecdotes, class experiences, newspapers, films and filmstrips is normal procedure. In methodology, similarly, there is frequent use of supervised study, pantomine, simple research (in observation, experimentation and reporting), trips, and problem-centered units.

---

[6] *The Unit: In Curriculum Development and Instruction.* Curriculum Research Report. New York: The Board, 1957. pp. 9-10.

We should not lose sight of a major consideration: "Slow learners *are* learners."[7] Hence, we should expect standards of growth. They should be held responsible for mastery of the units and should be encouraged to look upon school work in the nature of satisfying job or work assignments worked out cooperatively. Properly motivated, they can form worth-while judgments and deal with simple concepts. The notebook, in addition to being a learning aid, should be a valuable source for accounting. Short, objective-type tests, frequently administered, are also helpful. This accounting is important because the students gain appreciably in self-respect and begin to lose the feeling that they have been discarded in the schooling process as useless and worthless.

Although some textbooks can be of assistance, they should, at first, be used sparingly and after careful selection. Potential dropouts have developed a deep-seated antagonism to them; they are too demanding in language mastery, too conceptional, too detailed, and too remote from their needs. To most of them textbooks are symbols of failure and frustration. (A good example of a heartening exception is a recent text, "Teenagers,"[8] which has short, comprehensible units with meaningful illustrations woven into the text.) For that reason, and as indicated above, the teacher should rely on newspapers, cartoons, simple graphs, magaines, and especially material adapted from texts and other sources which in the original are too difficult for the slow learner. In adapting material, the teacher has the opportunity to grade them by cutting and simplifying as well as enriching them by motivating questions, simple illustrations, and short tests. Many examples of adapted materials and suggestions for their use have been included in this bulletin and can be used directly in the development of lessons. It is well to remember that "(The teacher) . . . must be prepared to begin at the pupil's level without criticism or condescension. He must never forget that it is far better for the pupil to read simple materials with pleasure than to loathe the teacher-imposed masterpiece."[9] The use of such publications as "Current Events" and "Practical English" is strongly recommended because it is not difficult to form short units of work from them engaging a number of activities.

---

[7] Schuker and others. *The Slow Learner in the High Schools.* High Points, April, 1955.

[8] Jenkins, G., Bauer, W., Shacter, A. *Teenagers—A Health and Personal Development Text* (with special interest for 14, 15, 16 year olds). Scott Foresman. 1955.

[9] New York State Education Department. Bureau of Secondary Curriculum Development. *Syllabus in English for Secondary Schools. Grades 7 through 12.* Albany. 1960.

Oral expression, to a majority of these students, has been limited to yes or no answers, or incomplete responses resulting from a fear to give or exchange thoughts. In a more homogeneous atmosphere and with more meaningful learning units students should now find it easier to gain facility in this area especially since less reliance is being placed on the written words in texts.

When the materials discussed above are combined with judicious use of audio-visual aids — opaque projector, tapes, camera copies, filmstrips and films — lessons become more stimulating. The effective use of these aids calls for more than by-the-way viewing or listening. It must be part of an integrated plan for positive outcomes in the learning process which is teacher directed and planned cooperatively with the students. The exact points in the lesson where audio-visual aids are to be used will depend on a number of factors revolving around the degree of interest aroused, and how supplementary or major they are to the lessons. It is wise, however, to vary the area (e.g., motivation, summary) where it is used and to make provision for discussion or evaluation and short-type tests. Although filmstrips do not often cover as wide a content area as films and, at times, employ more difficult terms and phrases, they have an advantage in that the teacher has the opportunity to hold or expand at any particular point or even skip frames. Difficulties in language can be explained and simplified in advance of, or during, the showing.

The mass media of communication, such as TV and motion pictures, exert an unusually large influence on potential dropouts because they are levelled down in demands on the intellectual process and have the strength of appeal through movement and illustration. All of these media can be used in some form in developing units and even in assigning a modified form of homework. They enhance learning by bringing proper extra-school influence into the classroom for enrichment. They provide, for example, weather reports in science units, adventure stories for oral expression, etc. WNYE, of course, offers a variety of broadcasts, but care should be taken to select only those broadcasts which will meet their needs and comprehension.

Within each subject area, it is advisable to build up a file of pictures, work assignments and other material which can be on hand to ease the process of teaching and planning future lessons. One teacher of slow learners developed very effective aids in the form of large posters with meaningful pictures categorized by subject: Standard of Living, Getting a Job, Democratic Living, etc. Each poster contains many pictures to illustrate a particular point. Such posters can be planned with students as useful exercises and can be used at many points of lessons.

Considerations for Work-Study Programs

In order to minimize the possibilities of failure under work-study programs, and to enhance smooth functioning, it is important to keep the following factors in mind:

1. The parent should be interviewed and consent by signature obtained before the student is placed. This is an appropriate time to learn more about the home situation, to review the student's past record and school contacts with the home, and to indicate the responsibilities for cooperation incumbent upon the parent. The work-study program is a voluntary one for which both student and parent are to realize and accept the opportunities it offers for rehabilitation and advancement.
2. As a matter of public relations, as well as to secure the interest and concern of the employer in the student, the employer should be advised as to the nature of the program both by letter and personal visits. The personal visits to the places of employment are appreciated by most employers who are eager to offer evaluation and suggestions for improvement. The student regards them as opportunities to cement a better relationship with his employer or to clear up some difficulty. Many visits provide topics for later discussion in group guidance, or occasions for commendation for superior work. The tie-up between school and the world of work becomes closer and more meaningful.
3. Recordkeeping of essential facts (e.g., job informational history, scholastic record, agency contacts) and teachers' estimates should be complete and continuous, with dated notations on visits to the employer, home, agency, interviews with the student, and comment on unusual behavior or achievement in the classroom.
4. Unfortunately, the availability of jobs is a fluctuating, difficult factor to control or foresee. The problem becomes accentuated when consideration is given to the fact that the high birth rates of the 1940's and 1950's will enlarge this group significantly at a time when the labor market for categories below the skilled is narrowing, and that the unemployment rate of dropouts is sharply higher than graduates. The inability to obtain referral and placement and, likewise, the loss of a job (the mobility is high for new students who need more guidance in adjusting to the world of work) have marked impacts on the hopes the student has built. If he is not employed, provision must be made for attendance on the basis of a full school day. In some schools, the practice is to place the student on some school service assignment (e.g., office clerical help, library service, science laboratory) until he obtains employment. In other schools, programming for a temporary period is allowed for selected subject areas, as health education and first aid.

General Guides

The potential dropout needs extra help, encouragement, and patience not only for problems arising in the classroom, but also for the many problems at home and in his immediate environment. In many cases, the parent has failed to be a proper guide. The individual guidance conference should afford the teacher an opportunity to gain insight into the personal problems of the students and how they affect their learning growth; and, where possible, offer advice. It may also involve working in cooperation with social agencies, such as family welfare, probation authorities, and hospitals. The guidance is direct and personalized. The teacher, especially the homeroom teacher who will handle the records, becomes an active symbol of support and friendship, exerting influence beyond the school day. In terms of guidance, there should be time allocated for subject teachers to gather at intervals to discuss the progress of students they share. The time spent in this area can be very rewarding in effecting marked changes in attitudes towards school and home. In fact, as experience with some modified forms of this program (work-study) has shown, some students may so well prosper in learning and attitudes that they may decide to continue with their schooling. The change from defeat and frustration to achievement and recognition is, after all, the greatest measure of the success of this program. It is youth achievement in practice.

SELECTED REFERENCES

Bey, Gloria. *A Statement of Guiding Principles on Standards.* (Compulsory Education and Child Labor Laws) New York City Youth Board, 1961.

Board of Education of the City of New York. *Guidance Policies: Viewpoints and Plans.* Krugman, Morris. Guidance News. Vol. XIII, #3. March, 1961.

————. *Guidance in Vocational High Schools* (Curriculum Bulletin No. 2, 1954-55 Series). New York: The Board.

————. *Guide to Curriculum Improvement in Grades 7, 8, 9* (Curriculum Bulletin No. 10, 1955-56 Series). New York: The Board.

————. *Guiding Principles in Curriculum Development.* New York: The Board, 1942.

————. *Low Achievement: A Memorandum and Bibliography.* New York: The Board, 1959.

————. *Practices in Experimental Core Classes.* (Curriculum Bulletin No. 8, 1953-54 Series). New York: The Board.

————. *The Core Program.* New York: The Board, 1955.

———. *The Unit: In Curriculum Development and Instruction.* New York: The Board, 1956.

———. *The White House Conference and Its Implications.* Curriculum and and Materials, Vol. XV, #1, Fall, 1960.

Gardner, John W. *Annual Report.* Carnegie Corporation. 1960.

New York State Department of Labor. *Jobs 1960-1970. The Changing Pattern.* (Manpower and Technological Change in New York State) Albany: State Department of Labor, 1960.

———. *Job Guide for Young Workers* (New York City). Albany: State Department of Labor, Division of Employment, 1959.

New York State Youth Commission. *A Decade of Progress.* Vol. I & II. Albany: 1960.

———. *Prevention in Action.* Albany: 1946.

Philadelphia Public Schools. *The Key to Teaching Slow Learners in the High Schools.* Philadelphia: Philadelphia Board of Education, 1959.

Taconic Foundation. *Annotated Bibliography for Youth and Work Project* (in progress). New York: Taconic Foundation, 1961.

U.S. Department of Labor. *Manpower: Challenge of the 1960's.* Washington: Government Printing Office, 1960.

———. *School and Early Employment Experience of Youth.* Bulletin #1277. Washington: Government Printing Office, 1960.

University of the State of New York. The State Education Department. *A Design for Early Secondary Education in New York State.* Albany: The Department, 1954.

Curriculum Areas

Board of Education of the City of New York. *Applied Physics* (Curriculum Bulletin No. 11, 1952-53 Series). New York: The Board.

———. *A Bibliography on Worthy Home Membership and Family Living.* New York: The Board, 1956.

———. *Biology* (Curriculum Bulletin No. 10, 1956-57 Series). New York: The Board.

———. *Developing a Core Program in the Junior High School Grades* (Curriculum Bulletin No. 7, 1951-52 Series). New York: The Board.

———. *Family Living.* Curriculum Report No. 43. New York: The Board, 1960.

———. *General Biology* (Curriculum Bulletin No. 7, 1951-52 Series). New York: The Board.

———. *General Earth Science for High Schools* (Curriculum Bulletin No. 5, 1956-57 Series). New York: The Board.

————. *General Metal Shop* (Curriculum Bulletin No. 14, 1955-56 Series). Teacher's Work Manual. New York: The Board.

————. *General Science: Grades 7, 8, 9* (Curriculum Bulletin No. 4, 1958-59 Series). New York: The Board.

————. *Manual for Teachers of Adult Elementary Classes* (Curriculum Bulletin No. 2, 1949-50 Series). New York: The Board.

————. *Mathematics: Grade 7* (Curriculum Bulletin No. 2, 1959-60 Series). New York: The Board.

————. *A Memorandum on the Teaching of Division*. New York: The Board.

————. *New York City Air Age Institute Source Book*. Curriculum Research Report. New York: The Board, 1961.

————. *Reading: Grades 7, 8, 9* (Curriculum Bulletin No. 11, Series 1957-58). New York: The Board.

————. *Reading in Secondary Schools: Grades 7-12*. Curriculum Report No. 184. New York: The Board, 1957.

————. *Reading List for the Theme Center: "The Individual and the American Heritage."* Curriculum Research Report. New York: The Board, 1958.

————. *Report on Work Experience Program for Potential Dropouts, 1957-60*. Driscoll, Paul. Mimeographed report to Division of High Schools. New York: The Board, 1961.

————. *Resource Materials in Civic Education for Adult Elementary Classes* (Curriculum Bulletin No. 7, 1957-58 Series). New York: The Board.

————. *Resource Units in World History* (Curriculum Bulletin No. 12, 1958-59 Series). New York: The Board.

————. *Social Studies: Grades 7, 8, 9* (Curriculum Bulletin No. 5, 1951-52 Series). New York: The Board.

————. *Source Materials for 9th Grade Arithmetic*. (Arithmetic in Everyday Living) New York: The Board, 1958.

Philadelphia Public Schools. *Guide to Teaching of English*. Philadelphia: Board of Education, 1960.

Spiegler, Charles and Hamburger, Martin. *If You're Not Going to College*. Chicago: Science Research Associates, Inc., 1955.

United States Department of Justice. *Federal Textbook on Citizenship*. Simplified edition prepared by John G. Hervey and Catheryn Seekler-Hudson. Washington: Government Printing Office, 1955.

University of the State of New York. The State Education Department. Bureau of Secondary Curriculum Development. *American History Bibliography*. Albany: The Department, 1956.

————. *Business and Distributive Education*. Cooperative Work Experience Programs. Albany: The Department, 1957.

————. Bureau of Vocational Curriculum Development and Industrial Teacher Training. *English for Vocational Schools.* Albany: The Department, 1954.

————. Bureau of Secondary Curriculum Development. *English in the Senior High School.* Albany: The Department, 1955.

————. *Syllabus in English for Secondary Schools: Grades 7 through 12.* Albany: The Department, 1960.

————. *Teaching American History.* Albany: The Department, 1955.

————. *Physics Handbook.* Albany: The Department, 1956.

Periodicals and Reports

Bloom, Irving and Murray, Walter I. "Some Basic Issues in Teaching Slow Learners." *Understanding the Child.* Vol. 26. June, 1957.

Board of Education of the City of New York. "A Five Year Study of Early School-Leavers." *Guidance News.* Vol. 9, #3. March, 1957.

————. *Experiment in Guidance of Potential Early School-Leavers.* Bureau of Educational and Vocational Guidance. New York: The Board, 1956.

————. *Youth Who Leave School Before Graduating.* Annual Report. Superintendent of Schools. 1955-1956. Part VII. Bureau of Educational Research. New York: The Board, 1956.

Dale, Edgar. "The Forgotten Third." *The Newsletter.* Vol. 26, #7. Ohio State University, Columbus, Ohio. April, 1961.

Fielstra, Clarence. "Value of Work Experience Education." Educational Leadership. *Journal of the Association for Supervision and Curriculum Development, NEA.* January, 1961.

Frampton, M. E. and Gall, E. D. "Mental and Emotional Deviates and Special Problems." *Special Education for the Exceptional.* Vol. III.

Havighurst, Robert J. and Stiles, Lindley J. National Policy for Alienated Youth. *Phi Delta Kappan.* Vol. XLII, #7. April, 1961.

National Committee on Employment of Youth. Dropouts: Number One Challenge to America's Schools. *The American Child.* Vol. 43, #2. March, 1961.

National Education Association. *Research Bulletin on Dropouts.* Vol. 38, #1. Washington, D.C. February, 1960.

————. "Growing Up in an Anxious Age." 1957 Yearbook, *Association for Supervision and Curriculum Development.* Washington, D.C.

New York State Department of Labor. "Work Experience of Young Persons in New York State and New York City, 1956-1957." *Labor Market Review.* October, 1959.

Savitzky, Charles. "A Rehabilitation Project in Cooperative Education. Work Study Program." *High Points.* November, 1959.

Schuker, L. and others. "The Slow Learner in the High Schools." *High Points.* April, 1955.

Sullivan, Helen. "Teaching the Slow Learner." *NEA Journal.* February, 1951.

United States Department of Health, Education and Welfare. *Why Do Boys and Girls Drop Out of Schools and What We Can Do About It.* Circular #269. Washington, D.C.: Office of Education, 1950.

University of the State of New York. The State Education Department. *The Readjustment of High School Education: Dropouts, Cause and Cure.* Albany: The Department, 1954.

Wolfbein, Seymour C. "Education and Employment." *The Nation's Children,* edited by Eli Ginzberg. Columbia University Press, 1960.

Unit I

OUR AMERICAN HERITAGE

A sense of pride in our American heritage is strengthened by understanding how our democratic tradition developed and operates. It is especially vital today when attempts are made to assault the ideas of individual dignity and group cooperation. The content selected and highlighted was with the aim of perceiving these ideas, not as abstract concepts, but as living organisms.

Objectives

1. To foster an appreciation for American ideals and traditions.
2. To gain knowledge of the early development of our democratic way of life.
3. To encourage understanding and respect for people of different national origin, race, color, and religion.

Content

1. The early development of our democratic way of life (This is an historical overview of important phases in colonial times.)
    a. The need for unity among the colonies.
    b. The heritage of representative government.
        House of Burgesses
        Control of purse by the Assembly
    c. Increasing religious freedom — Roger Williams.
    d. Direct democracy — the town meeting.
    e. Freedom of the press — Zenger case.
    f. Helping each other.
2. Our American liberties in documents.
    a. The Declaration of Independence.
    b. The Bill of Rights.
    c. The Proclamation of Emancipation.
    d. The Gettysburg Address.
    e. The Civil Rights Amendments.
    f. The Constitution.
3. Our system of checks and balances.
    a. The need for it.
    b. How it operates.
4. How our democratic spirit matured under frontier conditions.

   a. Incentive for hard work and pioneering with abundance of national resources available.
   b. Premium placed on individual worth rather than ancestry.
   c. Community projects, teamwork.

5. How we differ from dictatorships.
   a. Representative government.
   b. The people rule.
   c. Basic rights and liberties.
   d. Basic responsibilities.
   e. Free and expanding public education.
   f. Concern for others in less favorable positions.
   g. Expanding democratic rights.
   h. The search for international peace.
   i. Respect for other peoples' opinions and differences.
   j. Belief in individual dignity.

6. Why is it necessary to be well-educated in a democracy?
   a. Review rights and responsibilities of a citizen.
   b. Opportunities for advancement.
   c. Dependence on organs of information, the lifeblood of democracy.
      Newspapers and magazines
      Radio and TV
      Schools and community resources

7. Great leaders in American life.
   a. George Washington — Leader of armed forces in Revolution, first President.
   b. Benjamin Franklin — His humble beginnings, his wise sayings.
   c. Thomas Jefferson — Declaration of Independence. "All men are created equal," education for all.
   d. Andrew Jackson — Pioneering virtues, rights of the common man.
   e. Abraham Lincoln — Humble beginnings, concept of liberty, humanity.
   f. Theodore Roosevelt — Conservation of natural resources, strength of leadership, overcoming early handicaps.
   g. Franklin D. Roosevelt — Overcoming handicaps, elected President for four terms, social legislation.
   h. Dwight D. Eisenhower — Supreme Allied Commander during World War II, President of Columbia University, devotion to cause of peace.

8. Celebrating holidays and anniversaries.
   a. Labor Day — Symbol of the importance of labor in our life.
   b. Columbus Day — Importance of the discovery of the new world.
   c. United Nations Day — Strides toward peace, important issues facing the body today, the over-all composition and organization.

d. Election Day — See unit on How Our Government Works.
e. Veterans Day — Our concern with preparedness and peace, the human cost of war.
f. Thanksgiving — Story of the Pilgrims, traits of self-reliance and cooperation.
g. Lincoln's Birthday — His early life, overcoming handicaps, concern for liberty, his influence throughout the world.
h. Negro History Week — Contribution to American cultural life, Civil Rights.
i. Bill of Rights Week — See unit on How Our Government Works and The Bill of Rights, Plan D, on Teaching Materials and Plans (Our American Heritage).
j. Washington's Birthday — Great Leaders in American life, page 18.
k. Brotherhood Week — We are a nation of nations; contributions of different groups:

  Revolutionary Period
  Kosciuszko — Polish patriot, member of Continental Army
  Solomon — Helped to finance Revolution
  Attucks — Negro who fell in Boston Massacre
  Modern Times
  Carver — Contributions to agriculture, his altruism
  Einstein — Theoretician
  Salk — Research in polio vaccine

l. Pan American Day — Good Neighbor Policy.
m. Memorial Day—Renewed efforts for peace.
n. Flag Day — Symbol and meaning.
o. July Fourth, Independence Day — See unit on How Our Government Works.

8. Our American ideals in practice — stories from the past and present that illustrate:
   a. Fair play.
   b. Teamwork.
   c. Pioneering.
   d. Aid to the needy.
   e. Spirit of self-reliance.

Suggested Approaches and Practices

1. Read *Frontier Spirit* (Plan J) and evaluate.
   a. According to this story was everybody equal?
   b. How do you explain that America's frontier was as far as the Ohio River only?
   c. Is such an incident likely to happen today? Why?

d. Where is the frontier today?

e. What character traits are required of those building the frontier in Alaska?

2. Show class an illustration of the House of Burgesses. Ask for evidences of representative government today in the classroom, in the city and in the nation.

3. During the Korean War, a UN pilot radioed that he was in serious trouble and couldn't make it back to his navy ship. Instantly the Army, Navy and Air Force in the area were ordered to his rescue. This search for one pilot, which was successful, cost many thousands of dollars: the search to locate this one pilot.

   Why do we have reason to be proud of this? Was this spirit present at other times in our history? When?

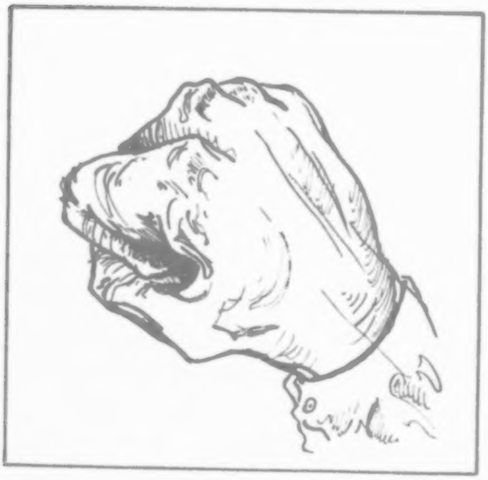
   Students relate other incidents of heroism, concern, teamwork during war and peace. Show carry-over to work in the office, the factory.

4. Students examine the newspapers to discover examples of American liberties. Trace back to their documents.

   Can you find any evidence of denial of American liberties?
   Set up a chart of these liberties in your notebook.

5. Use cartoons from newspapers which are easy to reproduce on board or trace for mimeographed copy for the student. See Plan I for lessons on *Understanding Cartoons.*

6. Does the illustration below represent dictatorship? Why? What drawing would you set in the adjoining box for democratic government?



7. Should students be required to attend school beyond elementary school? Why? Where else do you get learning, in addition to school? Report on a radio or TV program you have listened to. What are some of the important things you learned about character? geography? science? history?

   Examine TV listings for today and suggest class listen in to .... at .... for discussion tomorrow on the following question: ....?

8. "Our Constitution is color blind." (Justice John Harlan) What does this sentence mean to you? In New York City? In other sections? Draw the Liberty Bell and print "Proclaim liberty throughout the land." Would it be a good idea to underscore 'throughout'? Why?

9. Use worksheet *Election in a Democracy and in a Dictatorship.* (See Plan L.)

   What is your reaction to this news item: anger? indifference? smile? Explain the reasons for your reaction.

   Does this still take place in Czechoslovakia? In other countries? List them. Get an item in today's paper to show the opposite of what happens in Czechoslovakia.

10. Use baseball lineup. How does this show brotherhood? What other sports show brotherhood in action?

    NEW YORK YANKEES

    Richardson 2b
    Kubek ss
    Maris cf
    Berra lf
    Blanchard rf
    Howard c
    Skowron 1b
    Boyer 3b
    Arroyo p

11. Invite member or members of school music club to render songs on famous American characters — David Crockett, Paul Bunyan; and present Negro Spirituals.

    How does this song help to explain America? What section of the country is the song about? Does it illustrate hardships, humor or general events?

    Use a map to locate the areas covered in the songs.

12. Use N. Y. Times filmstrip, *Two Thirds of Mankind* (see Plan G) to understand our concern for underdeveloped areas and to gain skill in interpreting cartoons. When possible, use a recent news report to motivate showing.

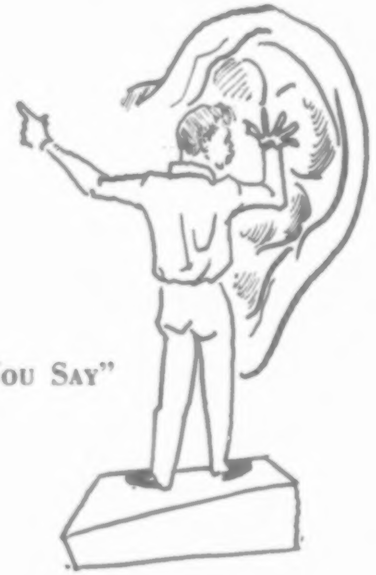
13. Class plans a letter to the U.N. for poster material. When the material is received planning continues with how to decorate the room in preparation for U.N. Week. In addition to building pride in the tone of their room, students will find this lesson useful in learning about U.N. activities by categorizing the different posters by important U.N. functions: help to underdeveloped areas, political discussions. The Secretariat, aid to children (UNICEF), the fight against illiteracy, "We the peoples of the United Nations." Students are given copies of the Four Freedoms message and, in a short paragraph, explain how one of the posters carries out the ideas in the message.

14. Arrange for a visit to the U.N. planning in advance how to get there (use transit maps) and what to look for (symbols of peace and examples of activities). Encourage note taking. The following day, the information noted is pooled, discussed and evaluated after motivation with a U.N. poster, United For Peace. Pose the question: Does this poster explain the activities we saw yesterday? How?

15. Show penny to class. Does this representation help us to understand Lincoln?

    Follow up with "Young Mr. Lincoln," tape recording by Henry Fonda or wire recording "Abraham Lincoln" (Cavalcade of America). Be ready to show incidents in his life which tell of his honesty, ambition, sympathy. (See Plan C.)

16. Arrange class as a rumor clinic to show how rumors originate and how misinformation could be harmful. Use the illustration to the right, or a similar one, as motivation. (See Plan C.)



"Be Careful of What You Say"

17. About 40% of the people eligible to vote for President do not vote. The most common alibis are:

"I wasn't home." "I was too busy."
"I forgot to register." "They're all crooks."
"I was sick." "Anyway, my vote doesn't count so much."

Do you excuse any of these people? Why?

18. One of the planes on flight from Puerto Rico was called the Mayflower. Was this a good name for the plane? Why? Compare problems of the early settlers with those of Puerto Ricans coming to the U.S. Report by student from Puerto Rico on their ways of living, housing, education, customs.

19. Read to class Stephen Vincent Benet's description of conditions on a slave ship ("The Prelude," pp. 8-13) or Beecher's "Slave Auction" (New York City Folklore, B. A. Botkin, 1956, pp. 45-46) on the horrors of slavery. If we were to label this reading "Then" what would you have for "Now"? Oral expression followed by writing of simple paragraph on "Then and Now."

20. Use recordings such as the Gettysburg Address by Raymond Massey after class has mastered difficult words and phrases and has been led to appreciate the nobility of expression by comparing the address with a commonplace translation of the main thoughts. For discussion, present the question: Does the Gettysburg Address have any meaning today?

TEACHING MATERIALS AND PLANS

Topic: PUERTO RICANS, AMERICAN CITIZENS — Plan/Worksheet A

This is a lesson in intercultural understanding which is especially useful in schools with increasing registers of students from Puerto Rico. The connection made with the Mayflower is a good springboard from which to review important developments in our early history.

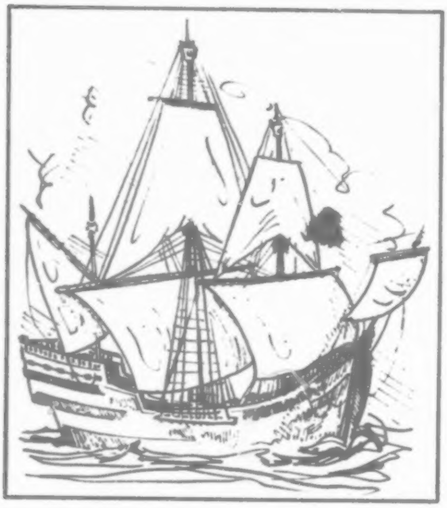
Aims

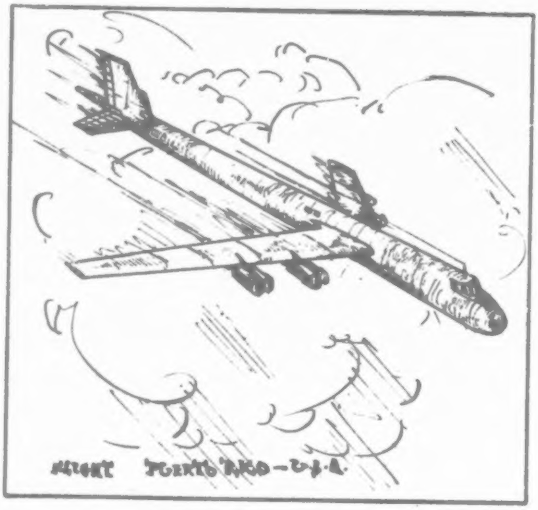
1. To appreciate the problems facing American citizens from Puerto Rico.
2. To further intercultural understanding.

Motivation

1. Visit to library to study exhibit on Puerto Rico.
2. Show pupils illustrations such as those which follow.

Ask pupils: Is "Mayflower" a good name for the plane?




FLIGHT PUERTO RICO—U.S.A.

Development

1. Students who have lived in Puerto Rico give oral reports on:
    a. Thoughts while traveling to the U.S. mainland.
    b. First impressions.
    c. Impressions now.

2. Refer to panels on the blackboard and have class relate them to students' reports on impressions and problems.

    a. Problems meeting early American settlers who arrived on the "Mayflower":

        Clearing new lands.
        Improving roads.
        Indians.
        Weather.
        Organizing a government.

    b. Problems meeting American citizens from Puerto Rico arriving by Pan American airliner, "Mayflower":
        Language difficulties.
        Adjusting to new types of employment.
        Weather (mean temperature in P.R. in winter is 74.5°F. and 80°F. in summer).
        Adjusting to new foods (P.R. fare deficient in calcium and protein).
        New ways of living in the community.

3. Explain that Rico in Puerto Rico means rich, that the climate in P.R. is perpetual spring as result of the gentle trade winds. Why then do so many Puerto Ricans (about 28,000 per year) leave for the mainland?
    a. Only ½ of its land is tillable.
    b. Each square mile has an average of 646 persons as against 47 in the U.S. mainland.
    c. The mainland higher standard of living is a strong attraction.
4. How is the U.S. helping Puerto Rico? Have class divided into 4 committees to obtain answers to the questions from publications of the Government of Puerto Rico.
    a. Industry — Expanding electrical power systems.
    b. Highways — Has more hard surface road mileage per sq. mile than any country in the world.
    c. Education — Rate of illiteracy reduced from 79% to 23%.
    d. Housing — Extensive building of housing projects.
5. Students discuss: How we can be of assistance to Puerto Ricans living in America.
    a. Understand their difficulties, e.g., a) conversing in English; b) learning new ways of earning a living; c) adjusting to different seasons — especially cold.
    b. Respect their culture.
    c. Exchange culture.
    d. Encourage; don't mimic.
    e. Build friendships.
    f. Recognize them as American citizens.

Application

1. Planning an itinerary to Puerto Rico: "Places I Would Like to See."
2. Map work showing flight from Puerto Rico to the U.S. mainland.
3. Discussion — Can Cuba learn anything from Puerto Rico?

Follow-up

Film: "Puerto Rico."

Visual Materials

1. Posters from Puerto Rican Visitors' Bureau.
2. Map of Puerto Rico.
3. Pictures of life in Puerto Rico (from publications of Office of the Government of Puerto Rico).

Bibliography

Vandercook, J. M., *Discovering Puerto Rico.* Harper & Bros., 1939.
White, T., *Puerto Rico and Its People.* Grossett & Dunlap, 1940.
Puerto Rico, Office of the Govt. of Puerto Rico.

Topic: RUMORS ARE DANGEROUS — Plan/Worksheet B

A great deal of student activity is called for in this lesson. Care must be taken to make sure that all students understand in advance, what they are to do. The tape recorder should be tested before the lesson is motivated.

Aims

1. To show how rumors originate.
2. To study the dangers in spreading rumors.
3. To set up standards in judging information.

Motivation

1. a. How do rumors spread?
   b. Why are they dangerous?
2. Show a large poster of the interior cross section of a subway car filled with commuters. The scene shows an argument in progress between two people. Discuss differences between what actually happened and how it is reported. (Another scene which can be used is a picture of an incident in a playground.)

Procedure

1. Select any four students. Send three out of classroom. Explain to class that first student or volunteer will study scene described above for a few minutes, as will the class, and then report to second student (called in from outside of the room) on what he saw without taking a second look at poster. Second student will relate to third, etc. Throughout the recital, the poster is visible to the students remaining in class. Three recorders in the class, one for each student out of the classroom, keep tally and description of: a) omissions, b) additions, c) changes.
2. Retelling — Use tape recorder to record the chain of telling and retelling.
3. Examination.
   Class examines the results noted by student recorder on blackboard.

   a. Students keeping written records report on descriptions given.
   b. Class notes progression in errors.
   c. Class analyzes mistakes revealing stereotypes.

4. Play back recording to have students study the accuracy of information noted by recorders and also to reinforce the observations made on progression in errors.

5. Students offer examples to show how misinformation and rumors could be harmful.
   a. Injure reputations.
   b. Injure feelings.
   c. Dangers to security in time of war.

Application

1. Suggest an illustration for "Rumors Are Dangerous."

2. Develop standards: *Stop and Think.*
   a. Is the information based on fact or rumors?
   b. What are the facts? Disputed? Unknown?
   c. What different interpretations could be made of the facts?

3. Comparative study of newspaper headlines. Are they based on facts?

Follow-up

Filmstrip showing: "The Gossip" (N. Y. Journal American)
Review material learned in Topic 5: How Misinformation Can Be Harmful.
Does this filmstrip emphasize any of these points? Add to them?

Topic: ABRAHAM LINCOLN — Plan/Worksheet C

The lessons from Lincoln's life can be presented here as an outgrowth of any one of the strong motivations. The motivation concerning good workers is especially appropriate for students on work-experience programs. When the recordings are used, it is best to plan on 2 periods for this lesson.

Aim

To appreciate the life of Lincoln as a model for better human relations.

Materials

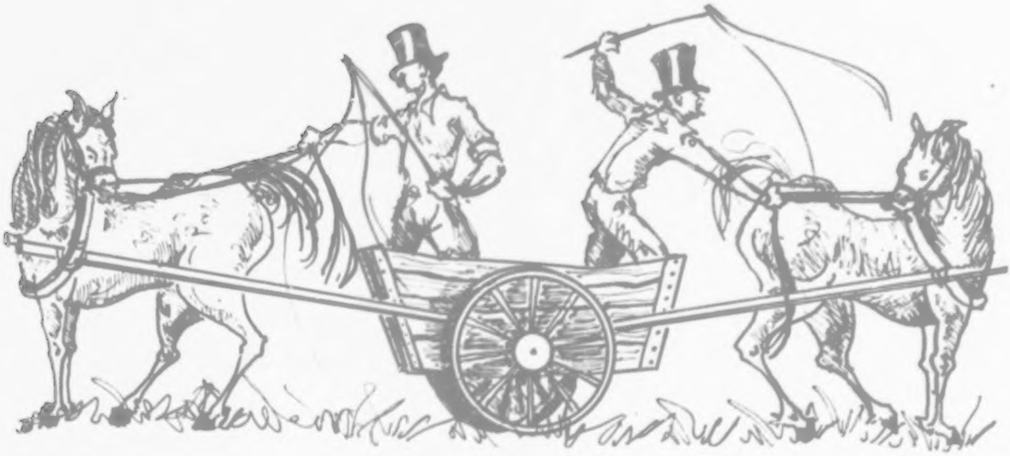
1. Abraham Lincoln (wire recording — Cavalcade of America)
2. Young Mr. Lincoln (tape recording — Henry Fonda)

Motivation

1. Celebration of Lincoln's birthday will take place not only in this country but all over the world. Why is so much attention given to his birthday?
2. Dr. Sukarno, the first President of the Republic of Indonesia, has had a stamp issued showing his likeness next to a portrait of Lincoln. "The Republic stands for what Lincoln loved," Dr. Sukarno stated. According to Dr. Sukarno, what kind of government would you expect to find in Indonesia?
3. If you were a teacher of citizenship to foreigners, would you devote much time to Lincoln? Why?
4. How does a good worker live up to Lincoln's character traits?

Development

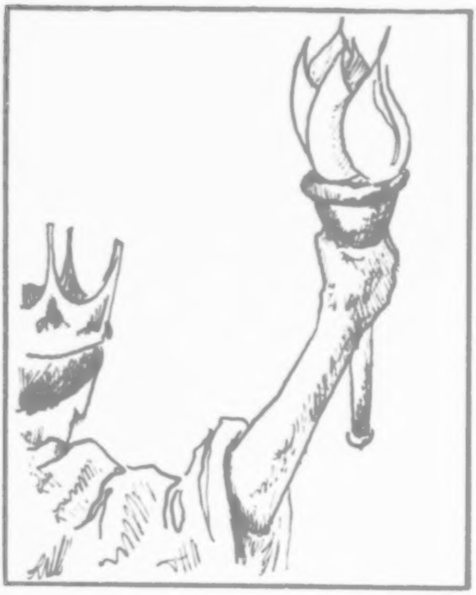
1. Discuss in outline, character traits of Lincoln: honest — ambitious — understanding — sympathetic — love for common man.
2. Play recordings: Students have been motivated to get incidents to show development of character traits outlined above.
3. *Discussion*
   a. Give body to character traits outlined by having students offer examples of great living Americans who have shown similar traits.
   b. What statement of Lincoln does the cartoon below illustrate? Why does that statement have special application today?

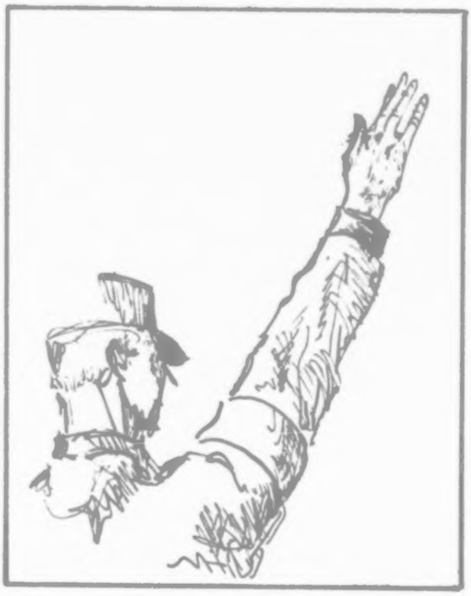


Topic: THE BILL OF RIGHTS **Plan/Worksheet D**

In this lesson an attempt is made to simplify a difficult document in a number of ways: visualization, adapting the text, simple research, and dialogue. The dialogue could be presented to the class orally as a conversation between two students.

If the motivating drawings are too difficult, the teacher could substitute other illustrations: e.g., one panel, handshaking; another panel, a fist.





1. What type of government does the illustration at the left represent? Why?
2. What type of government does the hand at the right represent? Why?
3. Suggest a good title for both illustrations.

An Imaginary Conversation

Students will have individual copies of the section which follows for study and analysis. It is important that the following words be reviewed for vocabulary work in advance: petition, limit, warrant, assured, impartial, excessive.

1. The following conversation is imaginary — imaginary in the United States. Select five of the sentences or parts of the sentences with the imaginary conversation and show why each is imaginary by referring to the Bill of Rights.

   "Hello Joe! I'm going to visit Lou. He's in Federal Jail."
   "What for?"

"He criticized President Kennedy for not cutting off relations with Russia."

"Would they let him out on bail?"

"No."

"How long has he been in?"

"About eight months."

"Hasn't he had a trial yet?"

"No. They say there's no hurry. Anyway he's too poor to hire a lawyer, so what good would a trial be to him?"

2. Johnny was passing around a petition for a new playground in Red Hook. A policeman grabbed the petition and told Johnny to forget about it.

"Why doesn't he write to the newspapers?"

"The newspapers are afraid to print anything about it."

"Johnny also tells me that his house was searched without his permission and he was warned that the government will take property away from his father for a new housing project. Of course, Johnny's father will get only a small part of what the property is really worth. What a deal!"

"Let me know when Lou's trial will take place."

"There's no need for me to tell you. It will very likely be a secret trial, especially since he was forced to confess."

IMPORTANT SECTIONS OF THE BILL OF RIGHTS
(Adapted)

First Amendment — Forbids Congress to pass any law which would limit our right to worship as we please, to speak as we please, to write as we please or to hold public meetings, or to petition the government.

Second Amendment — The right of citizens to bear arms shall not be taken away.

Third Amendment — In times of peace, soldiers cannot be stationed or lodged in our homes without permission.

Fourth Amendment — Our homes cannot be searched without a warrant.

Fifth Amendment — The individual is guaranteed certain rights when on trial, and the right to life, liberty and property. No person shall be forced to be a witness against himself. No person shall be deprived of life, liberty, or property without law. No private property is to be taken for public use without fair payment. The right of trial by jury in serious crimes is assured.

Sixth Amendment — In criminal trial, the accused has the right to a speedy and public trial by an impartial jury. He has the right to face witnesses against him and to have power to obtain witnesses in his favor. He also has the right to have counsel defend him.

Eighth Amendment — Excessive fines shall not be required; nor cruel and unusual punishment permitted.

Analysis

Imaginary	Because Bill of Rights Says:
1. “ . . . in jail . . . for criticizing Pres. Kennedy.”	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

Application

In your notebook paste a newspaper clipping or photograph showing how the Bill of Rights protects us.

Topic: THANKSGIVING

Plan/Worksheet E

There is much emphasis here on appreciation and it is suggested, therefore, that the tone be set by appropriate room decoration in the form of posters, newspaper items including advertisements about Thanksgiving, listings of special radio and TV programs, etc. An informal discussion on plans for Thanksgiving could also be effective.

Vocabulary to be studied in advance of reading “Thanks for America” includes: *grateful, served, injustice, commonplace.*

Aims

1. To appreciate our material and spiritual heritage.
2. To understand the importance of vigilance in a democracy.

Motivation

1. Students are advised that an interview — The Inquiring Reporter — will take place on: Thanksgiving and Its Meaning. They will be allowed 5-10 minutes to organize their responses. The interview will be recorded on tape or wire and will be used for other classes.
2. On board — list radio and TV programs for Thanksgiving.

Procedure

1. Inquiring Reporter: "This is station .... Tomorrow is ...., Thanks for America. What reason do you have to be thankful?" (Be specific.)	1. Student secretary lists reasons on board. Quotes or phrases used by students may be used. These reasons are later condensed in a manner similar to the following: "Thanks for America — 1961" a. High standard of living. b. Chance of advancement. c. Protection. d. Civil Rights. e. Freedom. f. Democratic government, etc.
2. What message would you have for a student your age in West Berlin? In Cuba?	
3. Add another column to "Thanks for America — 1961" and caption it 1861. Compare for each item. (Also discuss goals for improvement in certain areas today.)	
4. Students prepare their Thanksgiving Proclamation. Juxtapose proclamation by William Bradford: "And therefore, I, William Bradford, (by the grace of God today, and the permission of this good people), ... say, ye shall gather in one accord (agreement), and hold in the month of November, Thanksgiving unto the Lord."	....

Application

1. "Thanks for America" by Stephen V. Benet is read to class. (See material below.) Compare with students' appraisal developed in interviews as noted on board. Did we have similar thoughts?

2. Develop montage (clippings and pictures) for Thanksgiving.
3. Play back recording. Evaluate: a) thoughts; b) expressions; c) how other classes could use it.

Follow-up

Oral reports on radio and TV programs dealing with Thanksgiving.

Reading

(Provide individual copies for students.)

THANKS FOR AMERICA (adapted)

by Stephen V. Benet

Long before we were ever a nation, a handful of men and women who wished to live for an idea and were willing to die for it, first set this day apart as a day of thanks. They were neither rich nor powerful, those men and women of Plymouth. They had come a long way to stand between the sea behind them and the untamed forest before them . . . nevertheless, cut off from all they had known, . . . they gave thanks for God's mercies and the gift of corn.

We are grateful to those who made this country and fought for it, who built it out of the wilderness and sowed it with the wheat of freedom. We are grateful to all Americans, of all kinds and sorts and beliefs who stood up on their hind legs and protested against injustice, from the first plantings until now. We are grateful to the great men, present and past, who have risen from our earth to lead us.

We are grateful for the land itself . . . for its many differences . . . We are grateful to little towns with commonplace names where people get along with each other, not because they are told to, but just because they believe in getting along. That's the way we like to have it, and mean to have it. We are grateful because we believe that all those who would divide us . . . with advice of class hatred, and race hatred . . . know little of the way we are. We are grateful to all the others, to every neighbor, to each man and woman of good will.

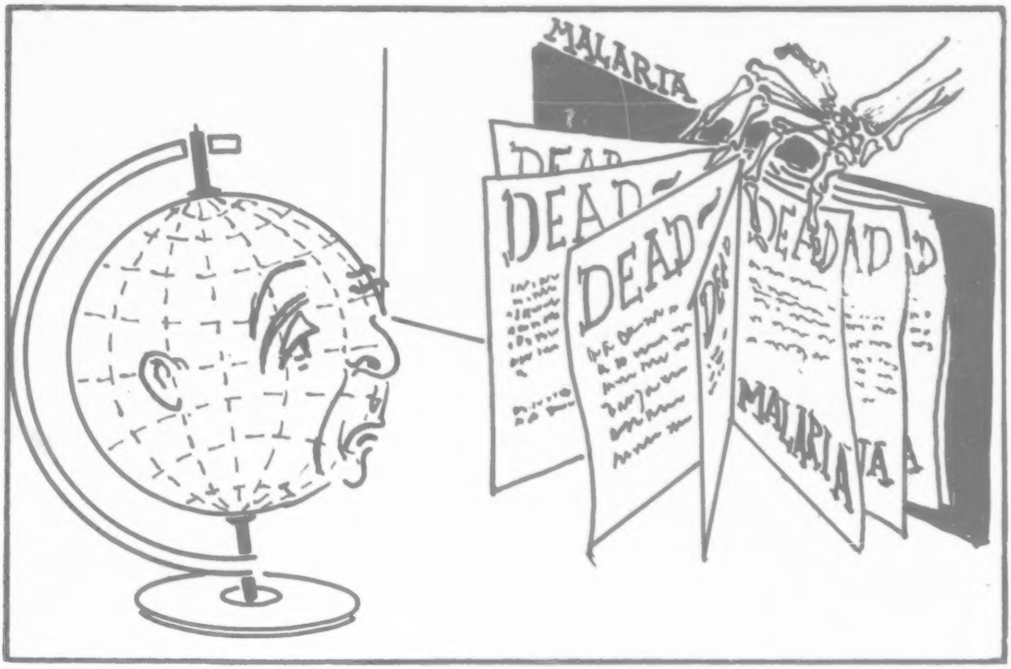
Most of all we are grateful, under God, for the spirit that has made us and kept us free. It is many years indeed since men first came here for freedom. The democracy we have is the works of many years and many men. But as those first men and women first gave thanks, in a dark hour, for the corn that meant life to them, so let us give thanks today — for the land we love and the way of life we honor, and the freedom we shall always keep.

Topic: WORLD HEALTH ORGANIZATION (WHO) Plan/Worksheet F

To add a dramatic element to this topic, place the simple drawing from under "Motivation" (enlarged) on the board. It presents a good stimulus for meaningful discussion before the reading is started. (This lesson is in the form of a worksheet. The answers can be oral or written.)
Vocabulary: eliminate, progress, casualty.

Motivation

Present the cartoon below. Adapt questions to the cartoon for study.



CASUALTY LISTS

Questions

Why does the world look troubled?

Is "Casualty Lists" a good name for the cartoon? Why?

In what areas are there many casualties from such diseases as malaria?

Reading Worksheet (Provide copies for students.)

MALARIA AREAS CLEARED IN ASIA BY SPECIAL TEAMS FROM U.N.
(N. Y. Times — adapted)

UNITED NATIONS, N. Y.— Ancient malarial pestholes covering 4,000 square miles in India, Thailand, and Afghanistan have almost been completely eliminated by United Nations health teams.

This has meant improved health for hundreds of thousands of men, women and children; they have been able to leave their sickbeds and spend more time in the fields. As a result, they are producing more. With more food to eat and more to sell, standards of living have improved.

These tremendous effects are due to experts of the World Health Organization working with anti-malaria teams in 3 countries. Using DDT and other supplies, they have almost completely wiped out malaria-carrying mosquitoes in the sprayed areas.

While political debates raged at Lake Success and men died in Korea battles, WHO teams report great progress in saving lives. For example, in Mysore, a large percentage of babies have always become infected in their first year of life. Since the new spraying operations, all newborn babies have been free of malaria.

Quiz

1. WHO has helped do away with malaria in .... and ....
2. By improving health conditions, farm production in these areas has ....
3. Malaria is carried and spread by ....
4. In fighting malaria, a chemical known as .... is used.
5. WHO stands for ....
6. .... is another disease which makes long casualty lists in underdeveloped areas.
7. An important instrument in fighting disease is ....
8. An important chemical in fighting disease is ....
9. If you were an editor of a newspaper, on what page would you place the information above? Explain your reasons.
10. How does the work of U.N. health teams help to prevent war?

Topic: TWO THIRDS OF MANKIND **Plan/Worksheet G**

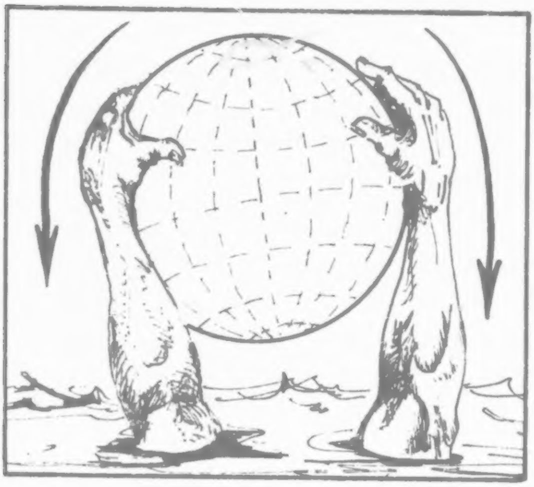
This lesson, with the N.Y. Times filmstrip of the same title, makes effective use of visualization to highlight the important points involved. The worksheet that follows is reproduced as copy for the student to study before and after the showing.

Motivation

Show the students a CARE poster to motivate discussion on the needs in underdeveloped countries. Analyze cartoons (page 36), have a reading of the questions, then show the filmstrip.

Worksheet: Two Thirds of Mankind

How are poverty and disease pulling down the world?



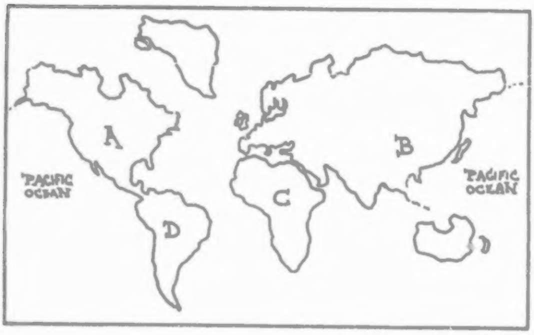
1. About .... of mankind lives in poverty and disease.

2. Three countries in underdeveloped areas are ...., ... and ....

3. "B" stands for ....

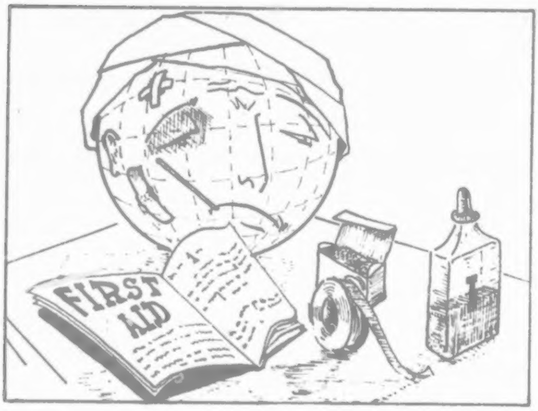
4. .... is a highly developed area.

5. The U.S. is sending .... to many countries.



6. The .... Plan and Point .... has helped many countries to get on their feet.

7. .... find it easy to introduce their form of government where areas are underdeveloped.



8. Why is the world in need of "First Aid"?

9. Suggest a good name for the bottle in the drawing.

10. Suggest a good title for the cartoon.

11. How will education help people in underdeveloped areas?

Topic: ATOMIC ENERGY

Plan/Worksheet H

This is an exercise in the use of a N.Y. Times filmstrip on a current theme. It makes use of the pre-test.

It has the great advantage of visual representation of ideas and events but requires much explanation by the teacher on the text material. It is suggested that frames calling for more educational background and involved analysis be skipped.

Motivation

Discussion: Is atomic energy important in our lives? Explain.

Pre-Test and Test

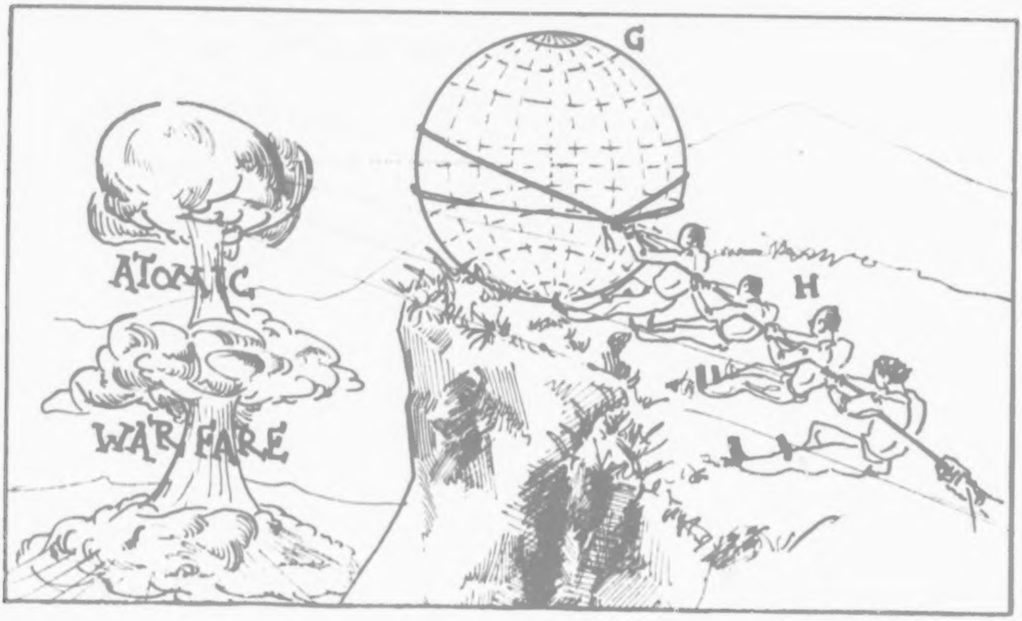
		A (*Pre-Test*)	B (*Test*)
1. The atomic bomb was dropped on Hiroshima, Japan in a) 1900 b) 1920 c) 1945 d) 1890.	1.	....	....
True or False: Items 2, 3			
2. Atomic energy was developed as a result of work by scientists from different countries.	2.	....	....
3. Uranium is easy to obtain.	3.	....	....
4. One of the scientists who contributed to the development of atomic energy is	4.	....	....
5. An atom is like a .... system.	5.	....	....
6. Radioactive means shooting off .... and releasing	6.	....	....
7. Two of the atomic plants in the U.S. are situated at .... and	7.	....	....
8. The Atomic Energy Commission was established by	8.	....	....
9. The Russian Plan for atomic control differed from the U.S. or Baruch Plan in that Russia wants .... first.	9.	....	....
10. Scientists working with atomic energy must be protected against .... by	10.	....	....
11. The .... Counter is used to measure radioactivity.	11.	....	....

12. Radio isotopes are used in medicine to study .... 12. ....

13. Atomic power is not used for airplanes because .... 13. ....

14. Atomic energy could destroy the world or it can .... 14. ....

Study the cartoon below:



15. (G) represents the .... 15. ....

16. The figures for (H) represent .... 16. ....

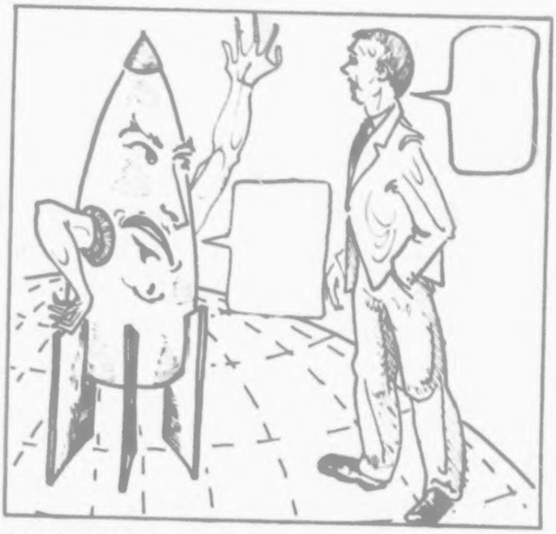
17. A good title for the cartoon is: ".."

Topic: UNDERSTANDING CARTOONS Plan/Worksheet I

Cartoons are very effective devices to employ at certain points of development of lessons or as lessons themselves. The appeal is intimate and challenging.

In cartoons A and B, students have an opportunity to sharpen their thinking, develop concepts on their level and feel satisfaction in achieving originality. There is enough room for flexibility in imagining conversations, adding captions, and expressing ideas. The cartoons are really exercises in construction and reconstruction. Comparison of students' work makes for lively discussion. Cartoon B will need more help from the teacher and it is best to introduce it by reading a clipping about a U.N. meeting and inquiring where in the cartooon it would be best to place this clipping.

1. Label the figures.
2. What are they saying to each other?
3. Why are they standing on top of the globe?
4. Suggest a good title for the cartoon.

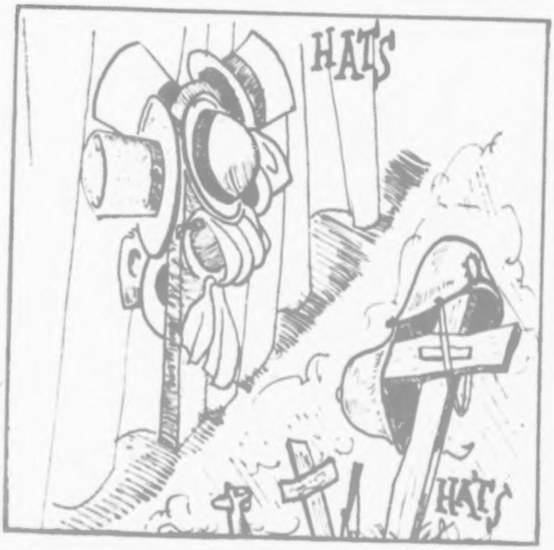


CARTOON A

1. Write a sentence for the upper half starting with "If" and a sentence for the lower right starting with "Then"

   ....

2. According to this cartoon is the U.N. an important body? Why?
3. What would be the meaning of this cartoon if you placed the word "again" in the first panel, and a question mark for the second?



CARTOON B

(Use of material adapted from texts)

This selection was adapted from "Youth Faces American Citizenship" — Alilunas, W. H. and Sayre, J. W. Students should have copies of the selection in order that their reading will give them a basis for discussion which follows. Its brevity and simple sentences ease the task of getting the main thought.

Motivation

Many of the TV offerings watched by students refer to the frontier. Ask for the meaning of the word frontier, have a student check on its meaning by consulting the dictionary and then follow with a discussion of the characteristics of people on the frontier.

WHAT DO YOU THINK ABOUT THIS SITUATION?

(The Frontier Spirit — Material adapted from "Youth Faces American Citizenship" — Alilunas, W. H. and Sayre, J. W.)

America's frontier was the Ohio River. The men who met the river boat were rough and spoke with firmness. All were equal except perhaps in strength or some skill. Right now their strength and skill were being used to get a better position on the landing. Not all could get the boat. Some would have to wait.

The boat came into position and the landing plank was secured. Two Senators from eastern states, dressed in top hats and frock coats, walked from the boat. Into the pushing crowd they advanced. "Make way, make way!" they called. "We are representatives of the people."

The crowd roared back. "Make way yourself. *We* are the people." On board the ship a European who witnessed this told his friend, "That could never happen in our country. Senators here are no more important than the people who elected them."

a. *Discussion*

What is the meaning of this story?
Did the people lack respect for the Senators?
What did the people in the frontier mean by *equal?*
Why was the European surprised?
How does this article show the difference between democracy and other types of government?
How does the right to vote show that you are equal to other citizens?
How long ago do you think this incident happened? (Locate the Ohio River on the map.)

b. *Word Study:* frontier, representative, secured.

Topic: GETTING AN EDUCATION **Plan/Worksheet K**

This material is useful not only for Brotherhood Week but also for stressing educational growth in a democracy and positive character traits of drive and ambition.

Motivation

Does your education cost any money? Who pays for it? Is it worth while?

GETTING AN EDUCATION

> "The Greatness of Booker T. Washington." (Adapted from *Up From Slavery* by Booker T. Washington; Doubleday, Page & Co., pp. 27-37)
>
> From the time I can remember having thoughts about anything, I recall that I had a burning interest and longing to read. I determined when quite a small child, that, if I did nothing else in life, I would in some way get enough education to help me read books and newspapers. Soon after we got settled in our cabin in West Virginia, I persuaded my mother to get hold of a book for me . . . a spelling book which contained the alphabet, followed by such meaningless words as "ab," "ba," "da" . . . I began at once to learn everything in the book. Later I was permitted to attend school. It was not long before I had to stop attending school and give all my time to work. I went to night school.
>
> There never was time in my youth, no matter how difficult times were, when one big thought and decision did not remain with me, and that was my determination to get an education at any cost.

a. *Discussion*

Do you think an education helped Booker T. Washington to get "Up from Slavery"?

Why does the government invest so much money for your education?

What was the first thing he had to learn? Is it important for you?

Topic: WHAT DOES AN ELECTION MEAN IN A DICTATORSHIP? **Plan/Worksheet L**

This is a rewrite, in adapted form, of a newspaper report. There are a number of concepts discussed which require careful reading. It is therefore best to devote more than one period to the lesson. With a large register in the class, it is possible to simulate the election described.

Motivation

Review the built-in safeguards in democratic government, stressing the importance of elections. Do they have elections in some dictatorships? Why then are they not democratic? Is it fair? Is it honest? Does it mean anything?

Read this newspaper report carefully and find out:

What Does an Election Mean in a Dictatorship?

> PRAGUE, MAY 20 — Czechoslovakia will go to the polls tomorrow to vote for one list of Communist candidates. No group dared to put up the names of those who oppose the Communist candidates. Citizens will be under tremendous pressure to vote "yes" for the single list. They will be afraid to do otherwise.
>
> The government reported tonight that Lieutenant Gurodnik, who was urging the people to vote "NO" had been sent to prison for two months and reduced to the rank of private.
>
> In this election, voters will get two ballots — one white and the other a different color with a list of picked government candidates, Communists. If the voter wishes to vote for the government candidates he uses the official ballot. Otherwise, he uses the white ballot, on which is plainly written the word "NO."
>
> The voter is allowed to cast his ballot before the election officials or privately in a booth. But he can never be sure of voting secretly, even if he goes in a booth. The voter receives two ballots, one with the single list of candidates and the other which says "NO." He must place the ballot he doesn't use in a wastepaper basket in plain view of the election officials. If a voter dares to crush the ballot he doesn't use or tears it up, the watchers know how he voted. A person who wants to keep out of trouble votes publicly in front of the government officials.
>
> It is clear that the government will not allow opposition. It has been telling the people that those who vote "NO" are helping foreign candidates or foreign countries. "If you vote for the government candidates," it says, "you prove that this country is united." The government doesn't miss a trick. The voting places are schoolrooms which are decorated with pictures of Communist leaders and with slogans such as "In unity there is strength" and "It is the duty of each citizen to vote for the government list."
>
> (Adapted — N. Y. Times)

Word Study: oppose, ballot, slogan, dictatorship, foreign, cast, unity.

Discussion

Can you answer these questions?

1. How does the government in Czechoslovakia make sure it knows how its citizens vote?

2. The elections take place in schoolrooms as so many of ours do. What makes the voting in the Czechoslovakian schoolroom undemocratic?

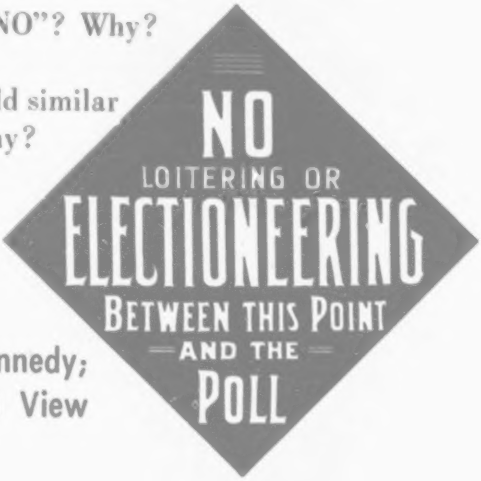
3. Would you have hesitated to vote "NO"? Why?

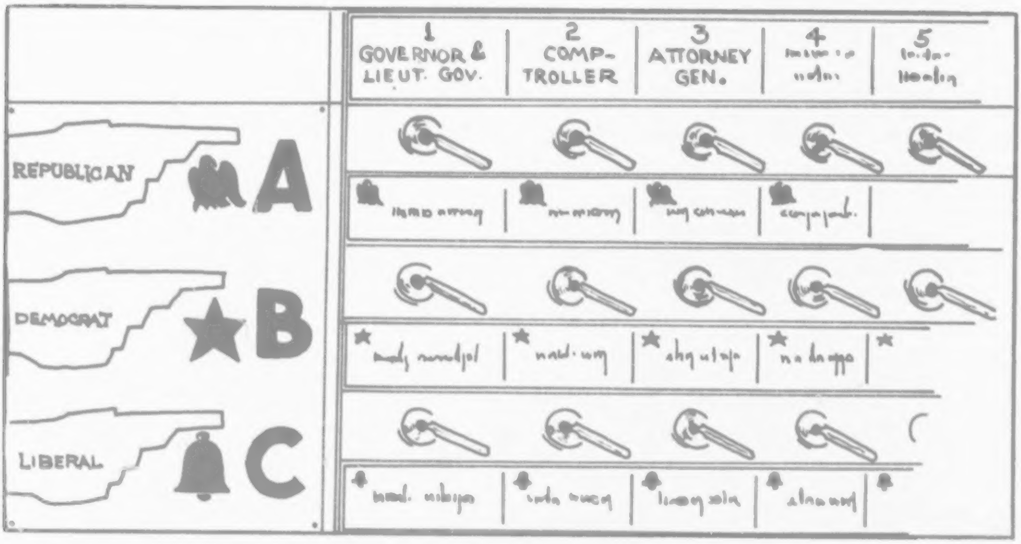
4. Examine the following material. Could similar events happen in a dictatorship? Why?

   a. What does this sign mean? Where is it found?

   b. *Newspaper headline:*

   Sen. Mundt Criticizes Pres. Kennedy; Says Eisenhower Agrees with View


NO
LOITERING OR
ELECTIONEERING
BETWEEN THIS POINT
AND THE
POLL


1 GOVERNOR & LIEUT. GOV.
2 COMP-TROLLER
3 ATTORNEY GEN.
4
5
REPUBLICAN
A
DEMOCRAT
B
LIBERAL
C

INSTRUCTIONAL FILMS AND FILMSTRIPS

The films and filmstrips listed in this section have been approved by the Board of Education. The films are available from the BAVI Central Loan Collection or from local film centers. For annotations and additional information, see *Instructional Films and Tapes*, Curriculum Bulletin No. 14, 1958-59 Series; and the 1959 *List of Approved Filmstrips and Supplements.*

The numbered topics in column 1 correspond with those in the *content section of this unit* for which the film or filmstrip is appropriate.

Films

Content Topic (and *Film Title*)	Producer	Running Time (*Minutes*)
1. The early development of our democratic way of life.		
Give Me Liberty	T.F.C.	21
Grandpa Changes the World (Story of Andrew Hamilton and John Zenger)	Carousel	30
2. Our American liberties in documents.		
American Literature: Colonial Times	Coronet	11
American Literature: Rev. Times	Coronet	11
Bill of Rights of the U.S., The	E.B.	11
Constitution of the U.S., The	E.B.	12
Declaration of Independence, The	T.F.C.	19
Declaration of the Independence by the Colonies, The	E.B.	20
Servant of the People	T.F.C.	21
Signing of the Declaration of Independence	McGraw-Hill	25
3. Our system of checks and balances.		
Congress, The	McGraw-Hill	10
Congress, The	E.B.	20
4. How our democratic spirit matured under frontier conditions.		
Early Settlers of New England	E.B.	11
Kentucky Pioneers	E.B.	11
5. How we differ from dictatorships.		
Basic Court Procedures	Coronet	15
Belonging to the Group	E.B.	14
Defining Democracy	E.B.	18
Discussion in Democracy	Coronet	11
How We Elect Our Representatives	Coronet	11
Justice Under Law	T.F.C.	30
Meaning of Elections, The	Coronet	10
Public Opinion in a Democracy	Coronet	10

6. Great leaders in American life.

Face of Lincoln, The	U. of S. Calif.	19
Jackson, Andrew	E.B.	18
Jefferson, Thomas	E.B.	17
Lincoln, Abraham	E.B.	18
Lincoln in the White House	T.F.C.	21

7. Celebrating holidays and anniversaries.

(c. United Nations Day)

Defense of the Peace	U.N. Film Division	12
One World or None	Film Pub.	9
People's Charter	Amer. Association of U.N.	28

(f. Thanksgiving)

Day of Thanksgiving	United World	13

(k. Brotherhood Week)

American Revolution, The	E.B.	14
Sons of Liberty	T.F.C.	20
Who Are the People of America?	Coronet	11

8. Our American ideals in practice.

Angel of Mercy (*Clara Barton*)	T.F.C.	11
Are You a Good Citizen?	E.B.	11
The Nation to Defend	Coronet	11
Service and Citizenship	Coronet	11
What's It All About? (*Service*)	Coronet	11
Assignment Children	Associated Films	20
Washington, George	E.B.	19
Make Way for Youth	Associated Films	22
Immigration	E.B.	11

Filmstrips

CONTENT TOPIC (and *Filmstrip Title*)	VENDOR	ITEM NO.
1. The early development of our democratic way of life.		
Founding of American Democracy	Eye Gate House	49710.15
Making and Adoption of the Constitution	Bowmar, Stanley	51850.12
The 13 Colonies Win Independence	Yale Univ. Press	52400.19
Growth of American Democracy	Yale Univ. Press	52400.32
Zenger and Freedom of the Press	Heritage Filmstrips	64500
Under a New Government	Eye Gate House	43300.22

2. Our American liberties in documents.		
American Revolution	Time, Inc.	43531
American Revolution	Heritage Filmstrips	43532
Causes of the American Revolution	Heritage Filmstrips	44120
The American Colonies on the Eve of the Revolution	Eye Gate House	44800.15
A New Nation and a New Experiment	Bowmar, Stanley	45360.15
The Declaration of Independence	Bowmar, Stanley	51850.11
3. Our system of checks and balances.		
Federal System, Part I	McGraw-Hill	43380.1
4. How our democratic spirit matured under frontier conditions.		
Pioneers of the Plains	E.B.	43400.14
5. How we differ from dictatorships.		
The Congress	E.B.	46720.1
Executive Department of Agencies	E.B.	46720.11
The Federal Courts	E.B.	46720.12
The President	E.B.	46720.15
How We Elect Our President	McGraw-Hill	47690
What We Must Do for Our Country	Bowmar, Stanley	55520.11
6. Why is it necessary to be well educated in a democracy?		
Making Democracy Work	N.Y. Journal-American	
7. Great leaders in American life.		
Lincoln, the Illinois Years	Eye Gate House	43300.16
Story of Abraham Lincoln	Teaching Aids Service	56070
Story of George Washington	T.A.S.	56750
8. Celebrating holidays and anniversaries.		
Americans All	McGraw-Hill	43570.1
Carver, George Washington	Jam Handy	45940.12
For the Children (Story of UNICEF)	U.N. Comm. for UNICEF	46290
Haym Salomon	Eye Gate House	48850.12
Americans All	Informative Classroom Pictures	
To Combine Our Efforts (U.N.)	McGraw-Hill	59750.1
U.N. Around the World	McGraw-Hill	59750.15
U.N. Organization	Time, Inc.	59900
U.N. at Work	N. Y. Journal-American	
9. Our American ideas in practice.		
The Promise of America	N. Y. Journal-American	

Unit II
LANGUAGE ARTS

Regardless of whether or not a core program is employed, there will be a definite cutting across subject areas to help the students we are trying to reach to achieve understanding and effective expression through the practice and mastery of tools in the language arts. This concern is shared by all teachers in this program who must depend on improvement of basic tools in language arts to help raise the learning levels of their students from their low, static points. To the students, a realization of the objectives listed below is a vital line of communication which could stimulate their growth and reward them with self-confidence and success. It is a means of giving them status through experiencing accomplishment, as well as preparing them for effective living outside of school.

Mastery of the tools, however, is not the sole concern of this program. It should be used as a springboard from which to widen the interests and tastes of students in the written and spoken word, give them a feeling for literature and a sense of satisfaction in raising their level to the point of enrichment. For that reason, attention is paid to language as a means of communication including the beauties in language expression, and recommendation is made for the use of texts with stimulating reading materials. (See bibliography, page 79.)

A careful study of the cumulative record cards in advance and personal interviews with the student, will disclose those cases of very serious reading retardation or speech defects which should be referred to special classes during the school day. If the school does not have facilities available, private social agencies have, in exceptional cases, shown their willingness to cooperate by offering special help through private tutors and psychological services.

Where there is a wide range of reading levels, it is worth considering the use of the SRA Reading Laboratory, a developmental reading program, student-operated, providing for individual differences. The use of the Reading Laboratory does not exclude work in other areas indicated in this unit. Also, there are no fixed time schedules of periods per week for any of the content.

Objectives

1. To raise reading levels to a point at which pupils can expand areas of knowledge and achieve orientation to the world of work.
2. To master minimum essentials of grammar and correct usage.

3. To develop the ability to express oneself completely.
    a. Orally
    b. In written communication.

4. To encourage an appreciation and taste for reading.

Content

1. Raising the reading level — class and self-inventory.
    a. How well do you score on a reading test?
    b. Where do you need improvement?
        1) Speed.
        2) Reading for meaning.
        3) Reading for detail.
        4) Vocabulary.
    c. How can you improve your reading?
        1) Practice reading exercises.
        2) Your reading at home and at work.
        3) Start at the level you understand.
        4) Measure your progress.

2. Mastering basic skills in reading.
    a. Recognizing words and phrases.
    b. Understanding sentences.
    c. Getting the main thought.
    d. Following directions.
    e. Identifying meanings of words through content of material.

3. Correct grammar and usage.
    a. Words often confused — Examples:
       To-too-two, whether-weather
       Their-there-they're, past-passed
       Knew-new, your-you're
       Except-accept, carton-cartoon
       Affect-effect
    b. Usage — Examples:
       Them apples, should of returned
       Ten foot high, both alike
       A brand new auto, to my opinion
       Learn him a lesson, fewer from
    c. Capitalization.
    d. Punctuation — comma (,) — period (.) — question mark (?) — colon (:)

   - e. Recognizing singular and plural.
   - f. Agreement of subject and verb.
   - g. Correct tense in sentences.

4. Building a vocabulary.
   - a. Class vocabulary list from words in subject areas and daily readings.
   - b. Individual vocabulary list for more retarded and more advanced students.
   - c. Using the dictionary.
     - 1) The use of guide words.
     - 2) Speed in locating words.
     - 3) Understanding the meaning of accent marks.

5. Expressing yourself orally; and listening.
   - a. Organizing your thoughts.
   - b. Using complete sentences.
   - c. Giving the main ideas.
   - d. Carrying on a conversation. ("It takes two to speak the truth, one to speak and another to hear."—Thoreau)
   - e. Using a telephone properly. Planning the conversation in advance. Speaking courteously and listening courteously.
   - f. Speaking clearly: adjusting the voice; enunciating correctly.
   - g. Discussing viewpoints.
   - h. Asking directions and giving directions.
   - i. Making social introductions.

6. Learning how to spell.
   - a. Building class and individual spelling lists.
   - b. The use and meaning of prefixes:

       ec ultra il
       fore un in
       pro sub super
       post contra
   - c. The use and meaning of suffixes:

       al ly
       ful ness
       less able
   - d. The importance of drill. (Group and individual drills)

7. Expressing yourself in writing.
   - a. Important considerations.
     - 1) The right order of words.
     - 2) Using complete sentences.
     - 3) Writing in thought units.
     - 4) Summarizing.

   - b. How to write a letter.
      - 1) In answer to an employment ad.
      - 2) To a friend.
      - 3) Requesting information.
   - c. How to fill out application forms.
      - 1) Employment.
      - 2) Social Security.
      - 3) Installment buying.
   - d. How to explain an idea.
   - e. How to answer thought questions on examinations.

8. Developing a taste for reading.
   - a. Reading for pleasure — short stories, brief sketches, biographies.
   - b. Reading for information — advancement on the job; learning hobbies.
   - c. How the library helps you.
   - d. The wide world in a good newspaper.
   - e. Making choices in reading material.

9. How well do you use radio, TV, and movies?
   - a. How do you select your programs?
   - b. Do you spend too much time on them?
   - c. Can radio, TV, and movies help you —
      - 1) In schoolwork?
      - 2) In working?
      - 3) To be successful with your friends and neighbors?
      - 4) As a consumer?
      - 5) As a future voter?

10. Language as a means of communication.
   - a. Tools to express ourselves in plans, ideas, directions, and attitudes.
   - b. Tools to help us in thinking.
   - c. The beauties in language expression.
      - 1) The word, sentence, and emphasis in oral expression.
      - 2) The development of imagination of poetic expression (*e.g.*, selected works and sections from Carl Sandburg, Edwin Markham, Robert Frost, Ogden Nash, Phyllis McGinley).
   - d. Limitations in language expression.
      - 1) Reading the lines only instead of between the lines.
      - 2) Generalizing which could lead to prejudicial thinking and wrong action.
      - 3) Labeling indiscriminately.
      - 4) Assuming that the words mean the same thing to all peoples.
      - 5) Placing sole reliance on the word without consideration of other

2

means of communication, like the gesture. (This could lead to confusion.)

e. Fact (verifiable) versus opinion (judgment).
    1) How could failure to distinguish between fact and opinion lead to trouble:
        at home? at work? at school?
    2) Are opinions important?
    3) What makes for a "good" or "valid" opinion? (Consider the evidence, source, logic.)
    4) Is it possible for other opinions to be correct?

Suggested Approaches and Practices

1. Work books (e.g., *Reading for Meaning*) containing short reading exercises and a variety of tests for comprehension and speed, are useful if there is not too wide a spread in the class reading level. There should be a careful selection of particular exercises because there is much uneveness in interest value. The brief and inadequate introduction to the exercises cannot be relied upon for the major motivation. Advance planning is required to make the exercise meaningful.

2. Students on this program respond readily to drill work that is meaningful and not mere rote, and to testing, which should be frequent. It is advisable to provide sufficient time for study before testing. The study session could very well take place in the classroom with students pairing off to question each other.

   Students should be encouraged to keep their own records of marks and progress on a special mimeographed outline sheet provided for them.

3. Tests should not only be frequent, but varied in their form and the sources from which the material is taken. These are in addition to the usual matching, completion, true-false, multiple-choice tests. Examples:
    a. Simpler vocabulary lists from Civil Service. They gain special pride in being able to achieve good marks on these examinations because they are work-oriented.
    b. Suggesting word substitutes for underlined words in studying prefixes, e.g., The players *turned back* to the clubhouse.
    c. Test questions arranged by students.

4. Select short biographical sketches with guidance value from texts, magazines, or newspapers, adapted when necessary for vocabulary and sentence structure. These reading exercises are effective springboards for oral and written work. (See lesson on Dr. Grant Ward in "Your Family Membership," page 137.)

Encourage students to illustrate reading material with drawings or jacket covers which may later be used for decorating classroom.

5. It is advisable to approach much of the written work, a formidable block to expression for them, through oral work. "Now try writing it the way you said it. We'll correct the spelling later." This can be accomplished not only through work with the class but also through individualized help during an assigned work period. On a poster or on the blackboard have available for constant reference: "Use short sentences, complete sentences, main ideas. Make yourself understood."

   Here, too, there should be graded lessons from the simple to the more complex: from the sentence to the short paragraph, to the larger paragraph, to connected paragraphs. Written exercises can be written about familiar themes: describing a person or object; explaining how I made ....; what I saw or did; why I like ....

6. In teaching use of the telephone book and classified directory, make use of the time aspect, clocking the students. "How fast can you get the phone number of .... in ....? Get the phone number of a dealer in TV sets in the Bedford-Stuyvesant section of Brooklyn, a skating rink in Manhattan."

   Grade the questions in order of difficulty, first making sure that they know the alphabet order, e.g.,
   a. Use of guide names.
   b. Mc and Mac.
   c. Information on city, state, and federal agencies. How do we find our school's phone listing? Social Security Office?

   (The telephone company is very cooperative in providing materials.)

7. Related to the use of the telephone book is the ability to file records. Many students will obtain employment calling for this skill. Some are now working part time where such a skill can be used.

   Set up pack of cards with individual names, names of companies, and addresses; also packs with names of ballplayers and their teams.
   a. Arrange alphabetically.
   b. Arrange by New York City addresses and outside of New York City.
   c. Arrange by teams or by leagues.

   The lesson could be motivated by having two students try filing without instruction. "Watch both carefully . . . Why did .... get done before ....?"

   Students who have mastered filing could be recommended to the main office in school to help out with filing and receive commendation certificates for school aid.

8. How to use the phone becomes a very live and exciting lesson especially if arrangements are made for such materials as teletrainers from the phone company. Enact scenes to answer particular need. For each assignment have students record in notes or on rating sheet: a) What were the good points? b) What was wrong? c) He should have said ....
   a. Getting a phone number when a telephone book is not available.
   b. Reporting illness to your employer.
   c. Answering the phone at your place of business. Mr. .... wants to place an order.
   d. Conversing with a friend about going to the Polo Grounds.
   e. Dating.
   f. Ordering .... from a department store.
   g. Getting the correct number.

9. Class is organized as a committee to review TV offerings in the field of entertainment, news and information, and interview. Distribute TV program for day in advance in select one program. "On what basis are we to judge whether the .... program should be recommended to friends of your age? to younger children?" Elicit criteria dealing with plot, character development, violence, intrusion of advertising, repetition, etc.; and methods of rating (numbers or terms). Mimeographed rating sheets (filled out at home after watching the performance) are discussed in class and results are compiled. Then comparison, in similar manner, is made for a TV showing in the same category as the one reviewed.

   A similar approach is possible for radio programs.

   The purpose of these lessons is to make the students more critical in their selection and also to train them in communicating their thoughts.

10. A good device in teaching the importance of the main idea in expression is to cut off the headlines and captions of brief newspaper items or cartoons. Students supply their own captions. Comparison is then made. The same technique could be used with brief sketches or stories that have been mimeographed.

    Another method is for the students to underline the main idea in paragraphs, starting from the very simple, e.g.,
    a. *A baseball player in the major leagues must be very good.* He should bat over 250 and be a good fielder.
    b. *The building of a model boat,* once you have the right amount of wood, the proper tools, and directions, *is not very difficult.*

11. Obtain a series of posters and signs from factories and community centers, e.g., posters on compensation regulations, safety regulations, list

of activities at .... center, etc. Motivate reading with these signs. How fast can you read these signs? Are they of interest or importance to you?

12. After the reading of a short story, divide the class into small groups with assigned tasks to find the particular part which will answer their question, e.g.,
    a. A good description of the ....
    b. What kind of a character was ....?
    c. If you had to illustrate this story, what part would you select?
    d. Which section recalls an experience you have had?

13. Pupils write letters to the school newspaper or a letter to the editor in commendation or criticism; e.g., a physical improvement necessary for the school, an eyesore in my community. Present for their consideration a letter replete with mistakes — no salutation, no indentation, poor English, etc. Why is this a poor letter? Discuss factors of form, content, and method of expression. Students write their letters which are later evaluated. Representative letters of competence are mailed.

14. A visit to the school library should be reserved for a time when there is a purposeful number of items growing out of class lessons, for example: a special library exhibit appealing to the students; books on hobbies; neighborhood stories based on books available in the library. The emphasis should be on exploration, describing the library, browsing without any pressure of assignments, but with the teacher as guide answering questions. Most of these students have built up antagonisms to the library, filled with the written words above their level of reading and comprehension. After the first visit, a general discussion takes place on what was learned about the library, leading into these areas:
    a. Discovering a book.
    b. How to use the library file.
    c. Magazines we can use.

15. The tape recorder is a valuable aid in oral expression especially in such lessons in themselves in reading and following directions. After the discussions. In using the tape recorder, the instructions for its use are lessons in themselves in reading and following directions. After the playback, an evaluation is made not only of content and judgment but also of voice qualities and enunciation.

16. Develop with the class some individual spelling drills, such as:
    a. Look at the word.
    b. Pronounce the word to yourself.
    c. Write the word.

d. Compare it to the list.
e. If misspelled, write the word correctly three times.

17. A spelling bee can be profitably used. During this activity, it is advisable to have the pupils pronounce the words before spelling them.

18. An occasional, brief lesson on spelling "demons" is a worth-while activity. The teacher derives these "problem words" from those with which the majority of the class constantly has difficulty.

19. Use the opaque projector to project examples of composition work for evaluation: form, content, grammar, punctuation, handwriting.

20. To encourage reading of selected, popular pocketbooks or library books with adapted texts of novels, a good device is to use movies currently shown; for example, the Walt Disney production of "Kidnapped." (The publicity departments of the producing companies will often supply free visual material upon request.) A series of lessons could be developed using oral reports in the form of reviews, comparing the students' reviews with the newspaper review (adapted), and selected readings from the pocketbooks.

21. Class develops a reference list or dictionary of abbreviations found in want ads. (For example: rm, req'd, exp, bkpg, agcy, appt, lge, pd, hr, prod.) The lesson will involve planning for the sources, format, meanings, and alphabetization. It is recommended that such a list be presented to the school employment bureau as a class project.

22. Arrange for class visits to professional Broadway entertainment through special discount coupons available from Bureau of Audio-Visual Instruction, School and Theatre Committee. For many students, this will be their introduction to the theatre, and hence, care should be exercised in the selection of a play which is not too sophisticated. Discussion should precede and follow the play to permit development of discussion.

TEACHING MATERIALS AND PLANS

Topic: APPLICATION FOR EMPLOYMENT Plan/Worksheet A

Use this abbreviated application form or a more detailed application from one of the large business establishments close to the school, or from a company where a student is employed. It is suggested that the teacher spot check for the most common errors and use them for class evaluation after the assignment is completed.

Motivation

Soon you will be looking for a job. Most likely, you will be asked to fill out an application such as the one below. Ask yourself:

a. How well can I read the question and information requests?
b. How well can I follow the directions it has?
c. After filling it in, does it look neat?
d. Why is the information below the double line so important?

Fill out the sample application below with all information you have.

SUPREME MANUFACTURING CORPORATION
BROOKLYN, N. Y.

APPLICATION FOR EMPLOYMENT Date

Name (PRINT) Date Born

Address Tel. No.

Place of Birth Citizenship

Graduated P.S. When H.S. When

Special School Training

Position Applied For Minimum Salary Desired

Experience: (Give most recent experience first. Be sure addresses are correct.)

Employed		*Name and Address of Former Employers*	*Title of Position*	*Weekly Salary*		*Reason for Leaving*
From	*To*			*Beginning*	*End*	

Are you a veteran? In service from to

Have you ever been arrested? If yes, give details

Full signature

Do not write below this line

Appearance Manner

Use of English Physical Defects

Date of Interview by

School Record: Attendance Schoolwork Character

Topic: WHAT IS WRONG IN THESE ANNOUNCEMENTS?

Plan/Worksheet B

These are exercises in grammar and spelling using announcements and classified advertisements. They have elements of novelty and humor. They can also be used as drill exercises.

THE DAILY ADVERTISER (Classified Advertisements) EXERCISE No. 1

1.
Joe's Market is
Temporarily Closed
For Alterations

2.
Wanted: a Room by
an artist twenty
feet long and ten
feet wide.

3.
Stomach Ache?
Try Fizzle Powders.
Improvement affected
immediately.

4.
"Toy's For Sale!"
Bill's Department
Store

5.
If it's bargains
you want, there
right here.
John's Cut Rate Store

6.
Try Grumble's Department Store
No more lovelier gifts
anywhere in the city

7.
Parker's Tailor Shop
We do things like
you want.

8.
Who's shoes are best?
Brown's Shoe Shop

9.
We have one job vacancy: Machinist, and
Salesman
Atlas Manufacturing Co.

10.
SHOP CAREFUL!
Courtesy of Better
Business Bureau

11.
"Fine Foods and Drinks."
Flatbush Restaurant

12.
"Cheese that Pleases."
Philadelphia Cheese Co.

13.
Watch this space for
our next advertisement.
Regal Shoe Shops

14.
"BOOK SALE"
All books reduced 20%
Books lying on tables
are reduced 50%.
Warner's Book Store

15.
Do your Cristmas
shopping early
Dave's Delicatessen

16.
"Fire Sail"
All articles reduced

Directions: **For each numbered advertisement above, there is a matching space below. Rewrite correctly all those statements you think are wrong. If an advertisement has no errors, write the word "correct."**

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....
14. ....
15. ....
16. ....

JIM WILSON OPENS SHOP

Exercise No. 2

Jim Wilson has just opened his welding shop and is trying to get customers. He visits Joe's Printing Shop and orders a circular which he wants to mail to the people in the neighborhood. Joe has sent the "proof" to Jim for corrections and changes. What changes does Jim recommend? What's wrong with the announcement?

Printers have to know changes line by line. If you were Jim and were interested in having a *good* announcement, what changes would you make? Make the corrections line by line. If a line is correct, write "correct" in the space after the number. If not, rewrite the *entire* line.

---

1. Anouncing
2. the
3. opening of a
4. NEW BUSNESS
5. JIMS' WELDING and
6. REPAIR SHOP
7. 600 FLUSHING AVNEW
8. Brooklyn 11, N. Y,
9. This here shop is a new one in
10. the neighborhood. We will take
11. all your lose fenders bumpers
12. trunks and hoods and weld them
13. more better than anyone else.
14. Have you stood home just
15. because the car aint running?
16. Our repair service is different
17. than others we know how to
18. take care of all makes off of
19. the junk heap.
20. We have the most surest
21. way of repairing breaks,
22. cluches, carburetors, and
23. spark plugs and even
24. transmishuns.

---

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....
14. ....
15. ....
16. ....
17. ....
18. ....
19. ....
20. ....
21. ....
22. ....
23. ....
24. ....

(The Topic Sentence — Developing the Topic Sentence into Paragraphs)

These are examples to illustrate how worksheets can be developed for paragraph construction. The instructions are brief and explicit. If these lessons have already been studied, the material here can be valuable as review. However, they should be introduced in some motivating form. For example, it might be wise to reproduce on the board a recent, short newspaper paragraph in detached sentences out of sequence. (The paragraph may deal with sports, employment, or human interest.) How should we put them together? Which paragraph makes better sense? Why?

Lesson One — The Topic Sentence

1. When a writer expresses his thoughts on any subject, he divides his work into paragraphs to make his ideas easier for the reader to follow. When a new idea is presented, a new paragraph is begun.

   All the sentences of one paragraph must be related to the main idea or topic of that paragraph.

   A *topic* sentence is a short statement of the main idea of a paragraph, usually found as the first sentence, and acting as a guide to the writer in planning the whole paragraph.

2. Read the following paragraph:

   Mining, even by improved modern methods, is a dangerous occupation. A miner may be hurt by falling roofs, inrush of water, poison gas, or an explosion. Moreover, the dampness of the mines, temperature change, and continual dust sometimes cause pneumonia and tuberculosis. The difficult and unhealthful life shortens the working years of a man's life. It is no wonder that mining is not a popular vocation.

   a. Which is the topic sentence?
   b. What possible accidents make mining dangerous?
   c. What working conditions add to the dangers?
   d. How does the type of work itself make mining dangerous?
   e. Why is the topic sentence a good one?

3. The better the topic sentence, the more useful it is *as a guide* in developing the paragraph. A topic sentence gives you definite ideas to include in the development of the paragraphs. What definite ideas are suggested by the first sentence in mining?

   Which one of each of the following pairs of sentences would be a more helpful guide in the construction of a paragraph?

a. Stamp collecting is a good hobby.
   Stamp collecting teaches one a great deal about history.
b. Dogs are undoubtedly good animals. Dogs are good pets.

4. If you have made wise selections from the choices in (3), you should be able to think of several good examples of the idea expressed in the topic sentence. Give three examples for the first topic sentence which could be used in developing an interesting paragraph. Do likewise for the second topic sentence selected.

5. Now try your skill at making up an interesting topic sentence for each of the following subjects: Pigeons — Baseball — School Cafeteria — Working.

6. From the four subjects above, select the one which appeals most to you. Copy the topic sentence you have written for it, or the best one chosen by the teacher (on board). Under it list briefly three examples or reasons that are *suggested* to you by the *topic sentence.*

7. When you have completed your list of three good examples or reasons, copy these sentences into your notebook, filling in the blanks. They will fix the main points of this lesson in your mind.
   a. A topic sentence is a .... of the .... of a paragraph.
   b. It is usually found at the .... of a paragraph.
   c. It should help the writer .... the entire paragraph.
   d. A good topic sentence should give you several .... to include in your ....
   e. All other sentences in the paragraph should .... the topic sentence.

Lesson Two — Developing the Topic Sentence into Paragraphs

1. Review of Lesson One.
   a. What is a topic sentence?
   b. Where is it most often found in a paragraph?
   c. How is the topic sentence useful in a paragraph?

2. To see how a paragraph can be developed from a topic sentence, let us examine a model outline and a paragraph developed from it. Read both carefully. Then be ready to answer the questions that follow.

   Newspaper Reporting (*The Outline*)

   Topic sentence: Newspaper reporting is interesting and educational work.
   a. Take part in exciting events.
   b. Meet well-known people.
   c. Get training and experience in writing.

Newspaper Reporting (The Paragraph)

Newspaper reporting is interesting and educational work. It affords the opportunity of being on the scene of important and exciting events. Through interviewing assignments the reporter meets world-famous personalities in all walks of life. Best of all, reporting is a job that provides a person with training and experience that may help him achieve fame and fortune as a writer.

a. Find the topic sentence in the outline.
b. Find the topic sentence in the paragraph.
c. Find and read the sentence (in the paragraph) that develops the first detail listed under the topic sentence.
d. Read the sentence that develops the second detail.
e. Read the sentence that develops the third detail.
f. Is the topic sentence a useful one? Why?

3. On the board you will find a list of interesting or familiar occupations. Select the one that appeals to you most. Prepare an outline of this topic. The outline should contain the complete topic sentence and three reasons or examples (details) listed briefly.

   Several students will be called upon to read what they have written. Be ready to offer criticism and suggest corrections to the readers. Re-examine your own work in the light of these questions:

   a. Is the topic sentence a useful one? Why, or why not?
   b. Do all the details listed help to explain the topic sentence?
   c. Are all the details related to the main idea of the topic sentence?

4. Now prepare to write a paragraph of your own based upon your outline. Read and follow these six steps in carrying out your assignment:

   a. Prepare the heading and margins on your paper.
   b. Examine your outline to see if you can improve it in any way.
   c. Copy the name of your topic as a title.
   d. Under it copy the outline you have prepared.
   e. Skip a line and copy the title again.
   f. Now write a complete *paragraph developed* from your outline.

Topic: TERMINAL PUNCTUATION — Plan/Worksheet D
(The Period, Question Mark, and Exclamation Point)

Motivate with a situation which offers some challenge. For example: You work in the shipping department of a company and leave a note for your helper on delivery of a package. "Take the D train downstairs to W. 4th Street when you get out of the station walk to 8th Street and 5th Avenue on the corner you will find the drugstore where you will deliver the package." What's wrong? Go to the board to make the corrections. What kind of a signal would you call the period?

The Period (.)

A period is a *stop* signal and must be placed at the end of a complete sentence.

Recopy the following paragraph, placing periods, stop signals, at the end of sentences, and beginning each new sentence with a capital.

> In the morning they awoke to find ten inches of snow on their robes the dogs were buried under it and were slow to leave their comfortable nests this new snow meant hard going the sled runners would not slide over it so well as a result one of the men had to go in advance of the dogs and pack it down with snowshoes so that they could go on it was quite different from ordinary snow it was hard and fine and dry it was more like sugar if you kicked it, it flew with a hissing sound like sand for these reasons it could not be moulded into snowballs

How many periods were needed? Does each group of words between the periods express a complete thought? Can you find the main verb and the subject in each sentence?

The Question Mark (?)

A question mark is used after every sentence that asks a question (interrogative sentence).

The Exclamation Point (!)

An exclamation point is used after every expression that is used to express a strong feeling.

Rewrite the following, using proper punctuation at the end of each sentence:

1. Do you know the story of Franklin and his kite
2. Help I'm drowning
3. What a bright day
4. February is a winter month
5. What nonsense he spoke
6. Halt
7. What time is it
8. What a game that was
9. Does the rose bloom in January
10. How strangely he acted

Topic: SENTENCE SENSE

Motivation

Have you ever seen a double exposure on a picture? You don't know which you are supposed to see. Some sentences run together the same way. Can you separate them? Rewrite these sentences correctly.

One Sentence or Two?

1. The man walked fast because he was hungry.
2. Don't stop trying if you fail success is hard to gain.
3. Please come tomorrow I'll be waiting for you.
4. Remember what I said keep your tools sharp.
5. Bring your book tomorrow and I will bring mine.
6. Bring your book tomorrow I will bring mine.
7. Can I help it, what can I do?
8. Roasts and wines were on the table so we sat down.
9. Since it was getting dark, we decided to run home.
10. We will do all we can you may be sure of that.
11. If you want to do a neat job, work very carefully.
12. You may bring your own tools we'll supply the lumber.
13. You may supply your own tools or we will lend you ours.
14. Bring a friend with you, don't be late.
15. Bring a friend with you and don't be late.
16. After having come all the way to New York he was homesick.
17. Give me a little more time, I'm very busy.
18. Because he had no spending money, he was very angry.
19. You must work hard, but you must play also.

Incomplete, One, or Two Sentences?

1. When I go to the shop today.
2. Just as I started working, he ordered me to stop.
3. Please wait for me, I won't be long.
4. Our motto is "Work, work, and play."
5. Skilled workers can succeed.
6. Are trade unions helpful to workers?
7. Peace is precious, war is wasteful.
8. Consider the pencil how many workers help to make it.
9. No matter what reason he may have had for doing it.
10. He could not do the problem since it was too hard.
11. A story of long, long ago, it remains one of the best I ever read.
12. Which is the road to Albany?
13. Which he should never have done.
14. Which is the shortest way, which is the safest?

15. Having gone down the wrong stairway.
16. Helping his father he earned three dollars.
17. By planting tulip bulbs early.
18. I went out of the store and took the bus.
19. When I went out of the store, I took the bus.
20. I went to the store, it was the same old place.

Where Do the Sentences End?

Though rain had made the pavement slippery, the boys were driving fast just at a turn in the road they met another car as soon as John saw it he swerved to the side of the road thus avoiding a collision at that instant they were startled by an explosion it was a tire blowing out their car skidded on the wet pavement but John kept it on the road

Topic: DRILL EXERCISES Plan/Worksheet F

(Agreement of Subject with Predicate; Troublesome Verbs; Diagnostic Test and Drill)

The drill exercises are especially valuable for short, daily quizzes given at the beginning of lessons.

Agreement of Subject with Predicate EXERCISE No. 1

A verb agrees with the subject in number and person. Always select the *real* subject of the sentence before making the verb agree with it.

1. .... the boy and girl coming with you? (is, are)
2. A crowd of boys .... gathering about the winner. (was, were)
3. A large number of horses .... burned in the barn. (was, were)
4. On the south side .... a door and two windows. (is, are)
5. The value of the two games .... in the skill they gave. (was, were)
6. In the bottom of the drawer .... a notebook and pencils. (is, are)
7. The main trouble with some boys .... their lack of attention. (is, are)
8. One of his tonsils .... diseased. (is, are)
9. Two of the boys .... going home. (is, are)
10. There on the table .... his hat and gloves. (was, were)

Each, or, neither, nor, everyone, etc. Make the subject singular.

1. Each of the boys .... late for school. (was were)
2. Neither of those answers .... correct. (is are)
3. Everyone but John and his father .... present. (was, were)

4. If each of the answers .... correct, the boys are tied. (is, are)
5. Neither John nor his father .... very hard to win. (try, tries)
6. Every one of the boys .... going. (was, were)
7. Any one of the boys .... the trick as well as the magician. (do, does)
8. Each one .... responsible for his own progress. (is, are)
9. Neither she nor I .... invited. (is, are)
10. Everybody who has been present at all the meetings .... invited. (is, are)

TEST

1. Three of the boys .... my friends. (is, are)
2. Each of the girls .... home early. (go, goes)
3. Neither he nor his brother .... allowed to go. (was, were)
4. Upstairs .... his book and pencils. (is, are)
5. Anyone of the chairs .... suitable. (is, are)
6. Neither of the musicians .... hurt. (was, were)
7. Either John or Jack ...., but not both. (go, goes)
8. Neither the boy nor his dog .... happy. (looks, look)
9. A large crowd of men .... following the police. (was, were)
10. The study of mathematics .... interesting. (is, are)

Troublesome Verbs EXERCISE No. 2

(*Teach* means to give knowledge. Example: Mr. Smith teaches us English.)

(*Learn* means to receive knowledge. Example: We learn much from his instruction.)

Complete the following sentences by supplying the correct form of *teach* or *learn*.

1. I .... the dog several new tricks yesterday.
2. I shall now .... you the rules of the game.
3. I'll .... you to behave properly.
4. We were never .... anything like that.
5. Experience .... us a great many things.
6. In the library, pupils are .... to use the card catalog.
7. Will you .... us how to play chess?
8. .... him how to play tennis, John.

(*Leave* means to go away from, to abandon. Example: The child leaves his toys on the floor.)

(*Let* means to allow, to permit. Example: The coach will let him play on the team.)

Complete the following sentences by supplying the correct form of *leave* or *let.*

9. Please .... me do this once more.
10. I shall .... my home at once.
11. John .... the party earlier than anyone else.
12. .... the child eat her dinner in peace.
13. .... the money on the table.
14. All umbrellas should be .... in the stand.
15. I am sure the money was .... here.

(*Bring* means to carry toward the speaker. Example: Please bring that book to me.)

(*Take* means to carry away from the speaker. Example: Take this note to the teacher.)

Complete the following using the correct form of *bring* or *take.*

16. .... these slippers to father in the bedroom.
17. Let us .... this money to the bank.
18. Where are you .... our books?
19. Sally, ... this cake home.
20. They .... the lady to the hospital yesterday.
21. Why did you .... this package to me?
22. Don't forget to .... back some ice cream for us.

(*To lay* means to place or put, and can take an object. Example: Lay the book there.)

(*To lie* means to rest or recline, and cannot take an object. Example: Lie down and rest.)

Complete the following using the correct form of *lay* or *lie.*

23. These magazines usually .... on the top shelf.
24. Every morning all pupils .... their homework on their desks.
25. Have you .... down for a nap yet?
26. A carpenter is .... a new floor over the old one.
27. Rake the leaves that are .... on the lawn.
28. Many tickets were found .... in the gutter.
29. Let the book .... where you found it.
30. The cat is .... on the chair.
31. Mother is .... down in her room.
32. The wounded animal fell and .... as if dead.

(*Stand* means to be in a standing position. Example: I stand here every day.)

(*Stay* means to remain in a certain place. Example: I stay here every summer.)

Complete the following sentences by supplying the correct form of *stand* or *stay*.

33. The sick man .... in bed.
34. How I wish I had .... in school!
35. You could have .... for dinner.
36. Jack .... up so that we could see how tall he had grown.
37. I .... at home because it was raining.
38. They .... on line ten minutes before entering the theatre.
39. We .... on the farm as long as we could.
40. You must have .... at the party until midnight.

Review. Supply the missing words in these sentences:

41. I cannot .... you anything if you will not pay attention.
42. Whoever .... you to multiply by that method?
43. Please .... me have the paper.
44. .... this book here.
45. Jane will .... her friend here today.
46. Your friend refused to .... me borrow her pencil.
47. On top of the foundation, a thick coat of cement was ....

Diagnostic Test and Drill Material — Technical English **Exercise No. 3**

Directions: On a separate sheet of paper write the word or expression which makes the sentence correct.

1. I (saw, seen) a good show on television last night.
2. He (don't, doesn't) appreciate the good things in life.
3. We took the books (from, off) the desk.
4. He (give, gave) me a magazine to read.
5. The United States has (many, lots of) great ships.
6. Every boy in the school must bring (his, their) own lunch.
7. The U.N. charter says that no nation (may, can) attack another.
8. A jeep is (more speedy, speedier) than a truck.
9. The members of the U.N. (was, were) called to a meeting.
10. The army and the air corps (was, were) working together.
11. The Yankees have good outfielders (too, two, to).
12. He can fix a radio as well as (I, me).
13. No student (may, can) walk up the wrong stairway.
14. We (seen, saw) the bridge from the top of the hill.
15. When you buy bonds, the U.S. is (borrowing, lending) from you.
16. The damage (done, did) by the accident was easily repaired.

17. Please take the pictures (off, from) the wall.
18. The school doctor (gave, gived) us a physical examination.
19. A shop is different (from, than) a regular classroom.
20. (Most, Almost) everyone saw the terrible accident.
21. Between you and (I, me) there are not secrets.
22. (Because, Being that) the day was fair, we went for a walk.
23. The pitcher (threw, through) the first ball too high.
24. The salesman decided to (rap, wrap) the vase securely.
25. No one would (rob, steal) money from a blind man.
26. Please (bring, take) this note to the office.
27. None of us (is, are) going to the party.
28. The boys left (their, there) hats in the lobby.
29. If (it's, its) money you need, get a part-time job.
30. Isn't there (no one, any one) here who can do it?
31. When everyone has come, we (shall, will) start the party.
32. None of us has (brung, brought) the right clothes.
33. Which of you has (saw, seen) the movie at the Grand?
34. When we are (already, all ready) to go, set the clock.
35. Joe, Jack, and (me, I) are going fishing Sunday.

Topic: DICTIONARY DRILL THROUGH WORD GAMES

Plan/Worksheet G

Learning vocabulary and spelling through word puzzles adds a challenging element to the assignment. There are many varieties possible for word games. An example is given below. Find other examples in newspapers and simple publications, or have teacher and students develop illustrations.
Students will carry over the learnings in these exercises to work on puzzles in publications they read.

Complete the squares in the word game on next page by referring to the definitions below.

1. something to learn
2. satisfy
3. special ability
4. higher
5. a building for horses

1. commands
2. wooded area
3. burn
4. vacation place
5. garment mender

WORD GAME

1	L	E				
2	p	L	E		s	
3			L	E	n	t
4	t			L	E	r
5					L	E

1	O	R				
2		O	R			
3			O	R		
4	r	e	s	O	R	
5	t			I	O	R

Topic: VOCABULARY LIST **Plan/Worksheet H**

This is a sample vocabulary list compiled by potential dropouts from their readings of the daily newspaper. It was developed during the term's work and, combined with a separate meaning sheet, became a handy reference because the words recurred frequently.

Vocabulary

abolish
accomplice
adaptable
adequate
affirm
aggressive
alien
analyze
apparent
asset

ban
beneficial

capacity
category
caution
chronic
collective
compulsory
concept
confide
conservative
consistent
consume
contrive
controversial
countless

dearth
deceased
deceive
decree
defame
define
dependable
destruction
dilate
disclose
dispense
discourage
drastic

eligible
emblem
endure
environment
equivalent
eternal
expand
explicit
exterior

franchise
fraud
friction
frustrate

handicap
harmonious
heroic
hibernate

identity
illegal
impartial
impressive
indifferent
indignant
inflate
integrate
internal

legislate
legitimate

magnify
maintenance
miniature
minimize
minor
mishap
monarch
monetary

negotiate

obscure
obvious

omit
opponent
ordeal
originate

participate
penalize
perplexing
pessimism
practitioner
precise
premature
prestige
prevalent
prey
primary
prohibit
prowess

qualify

rampant
range
rebuke
reconstruct
regulate
relegate
relic
retaliate

revenue
revoke

scourge
security
sequel
skeptical
solitary
specimen
strategy
subterfuge
suffrage
superior
suppress
surpass
suspend
symptom

tension
terrain
transient
triumph
truce

utilize

valid
virtual
vital
voluntary

Topic: CIVIL SERVICE AND ARMY TESTS Plan/Worksheet

All of the boys feel keenly the fact that in the immediate future, they wi be confronted with the problem of taking tests for and in the Service They express themselves as eager to join a particular branch of the Arm and Navy or have hopes of getting into special schools. Others hope th with some training, they will be able to pass a civil service examination fo work on their level. There are also some who realize that in order to obtai employment with certain large companies, it is necessary to pass tests. Intell gent reading and comprehension is required in all cases.

Using examples of these tests presents not only effective learning situations, but also adds to the students' feeling of status.

TEST NO. 1

NEW YORK STATE CIVIL SERVICE COMMISSION

Albany, New York

Test in Observation of Details (Clerical)

Instructions: Write the letter "S" before each name in the second list that is **EXACTLY THE SAME** as in the first list, and the letter "D" before each name that is **DIFFERENT.**

	First List		*Second List*
1.	The Coast Carton Company	....	The Coast Cartoon Company
2.	The Paraffine Companies Inc.	....	The Paraffine Companies Inc.
3.	The Signode System Inc.	....	The Sidnode System Inc.
4.	Mr. Victor Boutan	....	Mr. Victor Boutan
5.	Henningsen Produce Co.	....	Henningsen Produce Co.
6.	Dan Vucetich Investment Co.	....	Dau Vucetich Investment Co.
7.	Hofius Steel & Equipment Co.	....	Hofius Steel & Equip. Co.
8.	The Lushington Electric Co.	....	The Luchington Electric Co.
9.	The Magnalite Company	....	The Magnelite Company
10.	The William Wilson Company	....	The William Wilson Company
11.	Mrs. Effie Louise Vostedt	....	Mrs. Effie Louise Vosstedt
12.	Sundstrand Adding Mach. Co.	....	Sundstrand Adding Mach. Co.
13.	Miss Trixie Friganza	....	Miss Trixie Firganza
14.	Globe Cotton Oil Mills	....	Globe Cotton Oil Mills
15.	Jersey Farm Dairy Company	....	Jersey Farm Dairy Company
16.	Leon T. Shettler and Co.	....	Leon T. Shettler & Co.
17.	Permoid Process Lamp Corp.	....	Permoid Process Lamp Co.
18.	Plaza Transfer & Express Co.	....	Plaza Transfer & Express Co.
19.	McCabe and Asherfort Co.	....	McCabe and Asherfort Company
20.	Balliket Automobile Livery	....	Valliket Automobile Livery
21.	Jocelyn's Beauttee Shoppe	....	Jocelyn's Beautee Shoppe
22.	Symond's Battery Service	....	Symmond's Battery Service
23.	Miss Elzibeth L. Williscroft	....	Miss Elizabeth L. Willicroft
24.	Eleazar Alexander Johnson	....	Eleazar Alexander Johnson
25.	Nonpareil Frech Cleaners	....	Monpareil French Cleaners

TEST No. 2

FEDERAL CIVIL SERVICE COMMISSION

Spelling I

In each of the sentences below, the word printed in capitals has been misspelled. It is spelled according to its sound. Write the correct spelling of this word on the line at the right.

1. The KAPTIN of the ship was an experienced seaman. ....
2. The traveler had a large VALEES and a small trunk. ....
3. Every employee in the plant has a Social SEKURITY card. ....
4. There was plenty of HELTHY food in the dining room. ....
5. A CURTIUS person is respected. ....
6. The REZIDENS was destroyed by fire. ....
7. Fill out this EPLIKATION for employment. ....
8. Learn how to read a map KORECTLY. ....
9. A wise person will try to EMPROVE his position. ....
10. The automobile WEEL is shaking. ....

In some of the sentences below, one word has been misspelled. Examine each sentence carefully. If you find a word spelled incorrectly, spell it CORRECTLY on the line at the right. If, in any sentence, you find all words correctly spelled, write "correct" on the line at the right.

11. Scientists use many instruments to predict the wether. ....
12. Use the liberary to get more information. ....
13. Neu Orleens is on the Mississippi River. ....
14. Be kind to annimals. ....
15. Floods often bring disaster to communities. ....
16. A vise and a drill are necessary parts of shop equipment. ....
17. The battleship has the latest raydar equipment. ....
18. Glasses are used to correct poor vizion. ....
19. Salute the oficer. ....
20. A deadly missul was used in the battle. ....

ARMY VOCABULARY TEST

(The Army gives its recruits many tests to help determine in what field the recruit may best serve his country. One of the most important of these tests is the vocabulary test.)

Here is the first half of such a test. How do you rate?

Instructions: In the parentheses on the right, insert the LETTER before the word closest in meaning to the capitalized word.

Example: To be FAST means to be
(a) alert (b) quick (c) slow (d) intelligent (b)

1. Absence without LEAVE means absent without
(a) loss (b) guard (c) goodbye (d) permission ( )

2. A PACT between two countries means
(a) puissance (b) remonstrance (c) agreement (d) pressure ( )

3. To be discharged for MISCONDUCT means for
(a) noisiness (b) laziness (c) misbehavior (d) drinking ( )

4. To have troops always AVAILABLE means
(a) hidden (b) at hand (c) economical (d) useful ( )

5. We call a man a DECEIVER if he is a
(a) detective (b) scout (c) cavalier (d) cheat ( )

6. By the MISSION of a soldier we mean his
(a) minister (b) priest (c) duty (d) reward ( )

7. A PEDESTRIAN crossing is one for
(a) cattle (b) trucks (c) walkers (d) motorcycles ( )

8. To CEASE being a civilian means to
(a) begin (b) continue (c) start (d) stop ( )

9. To SWEAR allegiance to one's country is to
(a) promise (b) curse (c) forbid (d) ask ( )

10. When an army tries to COMBINE forces, it tries to
(a) thin out (b) defy (c) unite (d) encourage ( )

11. To DEPRIVE a man of liberty is to
(a) give it (b) take it away (c) prevent it (d) desire it ( )

12. A country's FOES refers to its
(a) friends (b) allies (c) neighbors (d) enemies ( )

13. A soldier's FINAL statement refers to the one which is
(a) last (b) latest (c) important (d) first ( )

14. A soldier who is CONSIDERATE in dealing with others is
(a) prompt (b) neglectful (c) thoughtful (d) industrious ( )

15. A commander RECOMMENDS a man when he
(a) commands him (b) praises him (c) corrects him ( )

16. A DETOUR is a
(a) man at work (b) bridge out (c) road machine (d) by-pass ( )

17. A soldier PURCHASES a discharge if he
(a) loses it (b) sells it (c) buys it (d) seeks it ( )

18. A soldier who is FAIR-MINDED is
(a) unreasonable (b) prejudiced (c) blond (d) just ( )

19. The SPEED LIMIT in a district refers to the
(a) lowest speed allowed (b) highest speed allowed
(c) average speed (d) highest speed possible ( )

20. IMPULSIVE behavior means
(a) generous (b) amicable (c) rash (d) forcible ( )

TEST No. 4

UNITED STATES CIVIL SERVICE COMMISSION

Washington, D.C.

ANALOGIES TEST II

Instructions: In the following questions, the first two words in capital letters go together in some way. Find how they are related. Then write a number to show which of the last five words goes with the third word in capital letters in the same way as the second goes with the first.

1. DROUGHT is to FLOOD as CONTRADICTION is to (1) debate (2) argument (3) affirmation (4) speech (5) disregard. ....

2. GUARD is to ROBBER as SENTRY is to (1) fort (2) jail (3) guardhouse (4) liberty (5) marauder. ....

3. POSTAL SERVICE is to COMMUNICATION as RAILROAD is to (1) fare (2) transportation (3) passengers (4) earnings (5) postage. ....

4. MEAT is to SANDWICH as MINCEMEAT is to (1) sweet (2) delicious (3) shortening (4) pie (5) sweetmeat. ....

5. BOAT is to DOCK as AIRPLANE is to (1) wing (2) strut (3) engine (4) hangar (5) wind. ....

United States Civil Service Commission (Continued)

6. STATE is to NATION as AIR FORCE is to (1) balloon (2) airplane (3) hangar (4) army (5) moon. ....

7. COAT is to CLOTH as TIRE is to (1) casing (2) car (3) tread (4) rubber (5) garage. ....

8. CAR is to GARAGE as WATER is to (1) rain (2) clouds (3) ocean (4) reservoir (5) city. ....

9. STEAM is to TRAIN as ELECTRICITY is to (1) power (2) shock (3) lightning (4) street car (5) current. ....

10. COTTON is to CLOTH as FLAX is to (1) airplane (2) linen (3) mail pouch (4) petroleum (5) farmer. ....

11. SENATOR is to CONGRESS as ASSEMBLYMAN is to (1) judge (2) law (3) constituency (4) legislature. ....

12. FRIDAY is to THURSDAY as TOMORROW is to (1) today (2) night (3) noon (4) Tuesday. ....

13. LONDON is to ENGLAND as OTTAWA is to (1) France (2) Canada (3) Australia (4) Chile (5) Brazil. ....

14. FOOT is to SHOE as TIRE is to (1) rubber (2) leather (3) car (4) light (5) steel. ....

15. HEART is to MAN as ENGINE is to (1) exhaust (2) valve (3) accident (4) automobile (5) steam. ....

Topic: GOOD SPEECH BEHAVIOR — Plan/Worksheet J

(Telephoning; Applying for a Job Interview by Telephone)

There are many opportunities here to enact scenes to make the lesson vital and to make use of students' experiences at work. In most cases, to obviate many pitfalls it is suggested that the teacher play the part of the person taking the message. After each conversation discussion follows, evaluating the lesson in speech behavior. The telephone company has many materials which it will send on request. Telephone company advertisements frequently carry pictures that may be used as motivation and illustration.

Telephoning

Aims

1. To insure competency in the skills of speaking pleasantly and clearly and organizing materials.
2. To give practice in more fully developed oral communication.

Method

Actual advertisements should be used in "ordering from a store." As far as possible in preparing the materials for the other types of situations, actual experiences the pupils have had or will have should be used.

Lessons

1. *Ordering from a store:* Include planning the list for sportswear, athletic equipment, or a grocery or meat order; questions as to brands and prices, etc. Special details of department store ordering — transference of the call from switchboard to department.
2. *Sending a telegram* and receiving a telegram via telephone. Use of home phone and pay booth.
3. *Social situations:* Issuing invitations (details); taking a message for a member of the family; leaving a message with a member of a friend's family; giving directions as to how a friend can reach one's home. (Develop acceptable patterns of responses and phraseology.)
4. *Business telephoning:* Calling for one's employer to get specific information for him; delivering a message for him; accepted business forms on the telephone; lodging a complaint with the telephone company; calls of inquiry in business.

Summary and Evaluation

Types of telephone calls; limitations of talking via telephone and speech techniques that will compensate for the lack of face-to-face calling.

Applying for a Job Interview by Telephone

Aim

To have pupils realize that good speech behavior is desirable in all life situations and especially in telephoning to ask for a job interview.

Motivation

Discussion and listing by pupils of jobs they have held, now hold, or hope to obtain in the future, with statements as to whether or not good speech behavior is or is not an asset in such a job. (Get pupils to recognize that for most jobs, good speech is an asset.)

Materials

Current newspapers with "want ads" for which applicants are to telephone for an interview.

Method (after sufficient motivation)

1. Teacher reads the ads to the class.
2. Question: What is the first thing you would do in answering such an ad?
3. Guide pupils to the idea that they must plan what they will say before they use the telephone.
4. Guide questions
    a. For planning the telephone conversation:
        1) What will the employer want to know about you before he grants the job interview?
        2) What will you want to get from the employer in this first telephone conversation? (Information as to time, place, address, person to see, etc.)
    b. For placing the call:
        1) What will you say first when you get your number? (Courteous response)
        2) What wording will you use?
        3) What wording will you use to close the conversation?
        4) What can the employer (or his telephone representative) tell about you from your "telephone manner"?

Possible Necessary Teaching

Use of dial and non-dial telephone.

Summary: Statement by pupil of —

1. Information to seek in answering an ad by telephone.
2. Planning for the conversation: Facts about yourself that you will need to have in mind; facts you will seek to obtain.
3. Wording of the telephone conversation.

INSTRUCTIONAL FILMS AND FILMSTRIPS—LANGUAGE ARTS

The films and filmstrips listed in this section have been approved by the Board of Education. The films are available from the BAVI Central Loan Collection or from local film centers. For annotations and additional information, see *Instructional Films and Tapes,* Curriculum Bulletin No. 14, 1958-59 Series; and the 1959 *List of Approved Filmstrips and Supplements.*

The numbered topics in column 1 correspond with those in the *content section of this unit* for which the film or filmstrip is appropriate.

Films

Content Topic (and *Film Title*)	Producer	Running Time (*Minutes*)
2. Mastering basic skills in reading.		
Better Reading	E.B.	11
4. Building a vocabulary.		
Build Your Vocabulary	Coronet	10
5. Expressing yourself orally; and listening.		
Better Choice of Words	Coronet	10
Fundamentals of Public Speaking	Coronet	11
Learn to Argue Effectively	Coronet	10
Learning from Class Discussion	Coronet	11
Room for Discussion	E.B.	22
Functions of Gestures	Young America	11
Planning Your Talk	Young America	11
Platform Posture and Appearance	Young America	11
Using Your Voice	Young America	11
Ways to Better Conversation	Coronet	10
Your Voice	E.B.	11
7. Expressing yourself in writing.		
Building an Outline	Coronet	10
8. Developing a taste for reading.		
Choosing Books to Read	Coronet	11
City Desk Item	Almanac Films	10
Developing Imagination	Coronet	11
A Family Affair (Services of Brooklyn Public Library)	Brooklyn Public Library	20
Find the Information	Coronet	11
How Effective Is Your Reading?	Coronet	15
Newspaper Story	E.B.	17
9. How well do you use radio, TV, and movies?		
Understanding Movies	TFC	17
10. Language as a means of communication.		
Do Words Ever Fail You?	Coronet	10
Getting the Facts	E.B.	11
Gossip, The	Young America	10
How to Judge Facts	Coronet	10
How to Read Newspapers	Coronet	11
How to Think	Coronet	13

Filmstrips

CONTENT TOPIC (and *Filmstrip Title*)	VENDOR	ITEM NO.
2. Mastering basic skills in reading.		
Words and Your Work	Bowmar, Stanley	33160.14
Sentence Do's and Don't's	Filmstrip House	27750.11
Introduction to Word Study	Filmstrip House	27815.1
3. Correct grammar and usage.		
Comma — in a Series	Bowmar, Stanley	28660.11
4. Building a vocabulary.		
The Dictionary Entry	Pacific Productions	29630.11
Discovering Meaning of Words	Pacific Productions	29630.13
Locating Words	Pacific Productions	29630.14
You Can Find Words Easily	Society for Visual Ed.	33400.14
8. Developing a taste for reading.		
Pronunciation	Pacific Productions	29630.15
8. Developing a taste for reading.		
Getting the World's News	N. Y. Journal-American	
10. Language as a means of communication.		
How to Tell the Difference Between Facts and Opinion	Bowmar, Stanley	29420
Words and Their Ways	Society for Visual Ed.	33400.14
Words as Weapons	N. Y. Journal-American	

Text and Reading Materials

Although there are not many texts and reading materials for the potential early school-leaver, a great deal of useful material can be found in the recommendations which follow. Examples of other sources, such as adapted selections from books, newspapers, and magazines found in other sections of this guide, are also applicable for language arts and can be expanded. In addition, it is wise to build up a class library with interesting reading materials from the school library and students' contributions. Magazines such as "Baseball Digest," "Life," "Look," and "Readers' Digest," carry high learning potential. Another suggestion is to add special reprints or newspaper articles (pasted on hard backing) to this collection.

BELAFIORE, JOSEPH and DEMING, NORMA H. *Flight and Other Stories.* New York: Noble & Noble. 1955.

A good reader with many excellent very short stories which hold the interest of the reader. There are convenient footnotes at the bottom of each page to explain difficult words, and a variety of questions and activities follow the stories. Selections come from not only books and magazines, but also from newspapers and radio scripts.

BLUMENTHAL, JOSEPH C. *Common Sense English–1.* New York: Harcourt, Brace & Co. 1946.
A work-textbook in the area of language usage, stressing application to real, everyday situations with a minimum of technical terminology. The approach to the student is direct, interesting, and mature. The student will relate to it readily and accept it as his handbook.

BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Live Stories,* Vol. 1-4. 1954-1960.
A series of reprints from popular magazines. The stories have a high interest level, and are geared to the reading level of 9th through 12th grades. A majority of the selections, however, are too long (well over 3,500 words) to sustain the attention of the slow learner, especially one who is at the introductory stage of reading enjoyment and mastery of basic reading skills. Useful for the better reader in the class. Some of the better selections which can be used to advantage by all members are "I'm Coming In," "The Simple Story of Smith," "Runt, a Gridiron He-Man," and "Feathered Racers on the Beam." These volumes are the work of the Experimental Reading Guidance Project.

BROWN, HARRIET M. and GUADAGNOLO, JOSEPH F. *America Is My Country.* Boston: Houghton Mifflin Co. 1955.
An overall view of America and its democratic heritage. Contains good sections on patriotic holidays, our documents of freedom, and the symbols of democracy.

CASS, ANGELICA W. *Everyday English and Basic Word List for Adults.* New York: Noble & Noble. 1960.
A very good companion handbook with "From Words to Stories" for the very retarded reader. Contains a basic list of essential English words, grouped into central themes. Elementary, but has adult direction.

COLTON, ROBERT G.; DAVIS, GRACE M.; HANSHAW, EVELYN A. *Living Your English–12.* Boston: D. C. Heath & Co. 1958.
Units dealing with preparing for the job, getting the job, and working with others, are very good in motivation and in worksheet assignments. They are written in simple language with practical application. However, the grammar and usage sections are strained with the use of such terminology as compound and complex sentences, compound personal pronouns, etc.

GUYTON, MARY L. and KIELTY, MARGARET E. *From Words to Stories.* New York: Noble & Noble. 1951.
For limited use for very retarded readers. A reader with simple, interesting stories about ordinary experiences, on an adult level. This book has been used successfully in teaching English to the foreign-born. A useful handbook and companion, similarly directed, is "Everyday English and Basic Word List for Adults."

HUBLER, RICHARD G. *Lou Gehrig, The Iron Horse of Baseball.* Boston: Houghton Mifflin Co. 1951.
Filled with anecdotes which have guidance implications, suspenseful and humorous. These can be selected and used for oral and silent reading.

JEWETT, ARNO; EDMAN, MARION; and McKEE, PAUL. *Adventure Bound.* Boston: Houghton Mifflin Co. 1961.

Jewett, Arno; Edman, Marion; McKee, Paul; and Scannell, Ruth. *Journeys Into America.* Boston: Houghton Mifflin Co. 1961.

Jewett, Arno; Lass, A. H.; Early, Margaret. *Literature for Life.* Boston: Houghton Mifflin Co. 1958.
These three volumes constitute the Reading for Enjoyment series. "Literature for Life" offers the best potential of the series because its selections from various magazines are guidance and job oriented, briefer, and more comprehensible. Some of the units are: Growing Up, Family Life, Suspense, The World of Work. The teacher should review first to select those articles which are not too difficult for the students.
All of the volumes contain excellent material in their picture-articles which offer maximum appeal to slow learners. Examples of these are: Prescription — Laughter, by Danny Kaye; Men Against the Arctic; Fastest Man on Earth.

Lansing, Marion. *Makers of the Americas.* Boston: D. C. Heath and Company. 1959.
An interesting, easy narrative built around famous figures. Sections could be conveniently used for reading exercises for comprehension in addition to tracing a historical period. Also useful for student reference work.

Means, Forence C. *Carvers' George.* Boston: Houghton Mifflin Co. 1952.
This biography of George Washington Carver is useful for the student who has already achieved some success in reading and can be motivated to use this biographical study as any library book.

Parker, Don H. and others. *Reading Laboratory.* Elementary and Secondary Editions. Chicago: Science Research Associates. 1957-1958.
These "laboratories" are developmental reading improvement programs, individualized, and with varied materials from the second to ninth grade level for the Elementary Edition, and from the third to the twelfth grade level for the Secondary Edition. The student, with the help of self-rating, moves from grade level to grade level. A starting level test is provided. The areas of improvement concerned with are comprehension, speed, word-building, and listening skills. In addition to students' work or record books, teachers are provided with explicit and detailed handbooks.
Both editions are valuable and useful, especially in classes with a wide range of reading levels. The selections cover a wide range of interesting areas and are well graded. The Elementary Edition contains a few selections which may not meet the maturity level for secondary school students, but this does not negate its usefulness. They make direct, clear attempts to provide for individual differences by starting the student on his level and encouraging him to growth which he observes and measures. The fact that the "laboratory" is to a great extent student-operated, is a noteworthy feature because it develops the traits of responsibility and self-analysis.

Potell, Herbert; Lourien, Marion; and Bostwick, Prudence. *Adventure for Today.* New York: Harcourt, Brace and Company. 1955.

————. *Adventures in Living.* New York: Harcourt, Brace and Company. 1955.
These are two volumes in the Adventures in Literature series which are directed for the non-college, terminal student. An excellent selection of stories and articles (including picture-articles) from various sources which will appeal to the job-minded students. The style is crisp and exciting. The most valuable stories are those which have been adapted to remove reading obstacles. For some selections, the teacher will find it valuable to give more extended aid than is provided in mastering difficult phrases, words, and ideas. The pre-reading hints, organized questions, and word studies are presented in a novel, stimulating manner which adds to the understanding and enjoyment of the reading.
Many of the units in these volumes fit in very well with the scope and content of units detailed in this bulletin and are valuable supplementary aids. For

example: Understanding People; Teamwork; Growing Up; What Is a Family For?; Who Does Your Thinking For You?; Let's Explore Careers.
The Teacher's Manuals are very useful and offer a variety of specific suggestions for motivating the stories and guiding responses. The Reading Workshops also present valuable hints and exercises. However, some of the early units in the Reading Workshop for "Adventures for Today" are too involved and conceptual.

STRANG, RUTH; ROBERTS, RALPH; and others. *Teen-Age Tales.* Books 1-6. Boston: D. C. Heath and Company. 1957-1959.
An excellent selection of stories and articles adapted from a wide range of magazines, well organized into a number of units ranging from suspense to sports to adolescent problems, illustrated dramatically in color, printed in type easy for the eyes, and containing short motivating sections as introductions to each unit. The adaptations show a sense for vigorous writing style which appeals to the slow learner. However, the choice of the title of the book is unfortunate and presents a formidable hurdle towards acceptance by some students.
Teacher's Manuals accompanying the texts offer valuable suggestions for introducing the story and developing skills.

THOMAS, ELEANOR and KELTY, MARY G. *Heroes, Heroines and Holidays.* Boston: Ginn and Company. 1952.
Short units, interestingly presented, which will be of benefit to the very poor reader because it is not written down. These readings can be useful in stimulating further reading and motivating other lessons.

Doubleday & Company has recently announced a series of *Signal Books* "designed to provide satisfactory and successful experiences for the reluctant reader," the teen-ager. It is geared to approximately the 4th grade reading level, but the titles announced indicate a high interest level. The first five books ready by summer, 1961, are "Olympic Queen" by Robert Parker, "Pony of the Sioux" by Ingram See, "North Pole" by Tony Simon, and "Bonnie" by Lee Syndham. Future books are "Baseball Bonus Kid" by Steve Gelman, "The Blood-Red Belt" by Robert Oberreicu, "Green Light for Sandy" by Carol Morse, "Kendall of the Coast Guard" by James Wycoff, and "Sea Treasure" by Willard B. Manus.

Scholastic Book Services (affiliate of Scholastic Magazines) publishes a very attractive series of paperbacks covering a wide range of interest: adventure, mystery, biography, sports, science, and topics of current attention. They are written at a high interest level, with a minimum of reading hurdles in vocabulary or sentence structure. The large majority of them are continuous narratives, varying from 75 to 175 pages in length, and call for a more sustained and wider attention span than the more seriously retarded reader will find possible to manage at first. Others in the series (especially science and sports) are divided into sections or short units, well illustrated, which can be conveniently used for separate exercises. Both categories of books are welcome additions to a class library and can be very effective motivations for developing the reading habit and extending reading tastes. They merit high recommendation.

A sampling of the titles and authors are:

“Captain of the Ice” by Charles S. Verral
“The Thinking Machine” by Jacques Futrelle
“Moon Trip” by William Nephew and Michael Chester
“Champion of the Court” by Charles S. Verral
“Up Periscope” by Robb White
“The Great Houdini” by Beryl Williams and Samuel Epstein
“Great Pyramid Mystery” by De Wolfe Morgan
“The First Men in the World” by Anne Terry White
“The Windjammer Story” by Captain Alan Villiers
“Project Mercury” by James J. Haggerty, Jr.
“Fun with Chemistry” by Mae and Ira Freeman
“How to Star in Football” by Herman L. Masin
“How to Star in Track and Field” by W. H. O’Connor
“How to Star in Baseball” by Herman L. Masin

Reader’s Digest Reading Skill Builders (Reader’s Digest Service, Inc., Educational Division, Pleasantville, New York) constitute an excellent series which should become part of every class library. They have been designed and organized with good taste and thoughtfulness. There is no unevenness in the quality of the separate readers, and both teachers and students will find them most serviceable and satisfying.

The Skill Builders are 19 supplementary readers containing stories and articles of high interest adapted to reading levels 2-8. They are valuable supplementary readers which can also be used as self-instruction material with the aid of a variety of meaningful exercises, work-type, at the end of each story or article. The sections are all of the proper length, 1,000 to 2,000 words, to sustain interest, encourage reading success, and to measure achievement promptly.

The publisher showed wisdom in maintaining the same format and jacket design as the regular Digest and in not marking the books (soft cover) with notations of their reading levels. The Skill Builders mask the reading levels by using little winged horses on the front cover (e.g., two for the second grade reading level).

The skills measured in the exercises are in the area of comprehension and interpretation, vocabulary, and study skills.

Some of the articles and stories in the series are:

“Let’s Ride a Jet Liner”
“The Thinking Machine”
“In the Eye of the Hurricane”
“The Spider, Nature’s Engineer”
“The Delightful Game of Conversation”
“Fifteen Seconds to Live”
“The Santa Fe Trail”
“Wonders Under Water”
“Dollars and Sense”
“Can You Read What You Write?”

Unit III

YOU AS A CONSUMER

The emphases in this unit are on the practical problems facing the student now and in the not-too-distant future. Their experiences, as well as the experiences of their friends and relatives, offer strong motivating elements. The student sees himself as a consumer in relation to the large area of his privileges and responsibilities as a citizen, alert and aware of the part democratic government plays.

Objectives

1. To understand the bases for intelligent buying of goods and services.
2. To understand how the government protects the consumer.
3. To develop the skill of reading for detail in advertising.
4. To evaluate various plans for security.

Content

1. Who is a consumer?
    a. What goods and services are you buying at present?
    b. What other goods and services will you be buying as you go through life?

2. How can a course in consumer education help you —
    a. To become a more intelligent buyer and thus enjoy a higher level of living?
        1) How would you know you were getting good value when buying:
            A coat?
            A shirt?
            A pair of stockings?
            A dress?
            A pair of shoes?
            A sirloin steak?
    b. To evaluate your level of living by your income?
    c. To understand your responsibilities as a citizen to report misrepresentation for the protection of all; and to express yourself on consumer legislation?

3. What care should you exercise in buying goods and services?
    a. An electric appliance.
        A toaster.
        A television set.

    A washing machine.
    Machine tools.
  - b. An automobile.
    Would you buy a used car or a new car?
    Would you buy a car that is manufactured in England?
    How does the price chart that must be pasted on the side window help you?
    What would make you select a particular car?
  - c. A suit of clothes.
    Why is the wool content important?
    What part does fitting and alteration play in the purchase?
    Would you buy a wash and wear suit?
    What is a dress suit?
  - d. How would you choose a doctor for your family?

4. When would you buy on the installment plan?
   - a. Why does it cost you more when you buy on the installment plan?
   - b. When is it better to "save first and buy later"?

5. Does advertising help you when you go out to buy:
   - a. A new car?
   - b. A coat?
   - c. Food supplies?
   - d. Medicines?

6. How can you protect yourself as a consumer and get the most out of your dollar?
   - a. How can reading of Consumers Research and Consumer Reports help you?
   - b. How does the government help you?
     - 1) Why should you read labels when you purchase:
       A cough remedy?
       A can of peaches?
       A shirt or a blouse?
     - 2) How do you know that you are getting the amount and kind you paid for?
   - c. When is it to your benefit to buy in large quantities? in groups?
   - d. When is it advisable to have and use a charge account?
   - e. Is there a "best" time to get a good buy?
   - f. Does it pay to do comparative shopping? When? Why?
   - g. What advantage is there in shopping in a specialty retail store? in a department store?
   - h. What important information should you give when ordering by mail?

   i. What does a store mean by "discount prices"? "leaders"?
   j. What bargains are there in "bargain basements"?

7. Why is a budget important for you?
   a. What kind of budget do you now have?
   b. Prepare a budget for a family of four.
   c. What is the difference between wants and needs?
   d. How can budgeting and planning ahead help you to get the things you wish to have?
   e. Is it ever advisable to borrow? When? Where would you apply: bank? finance company? credit union?

8. Would you consider buying your own home some day?
   a. What does "pride of ownership" mean?
   b. What do these words mean: amortization, assessment?
   c. Why is it necessary to secure legal help?

9. What would you do if —
   a. Your new car turns out to be a "lemon"?
   b. A sale of electric irons in a department store is not as represented in the newspaper ad that you read?
   c. You became ill from the use of a new drug?
   d. The item you bought was delivered to you damaged?

10. You are about to buy a car —
    a. Should you use your savings to pay for it?
    b. Where would you borrow money to buy the car?
    c. Why should you read your installment contract very carefully?
    d. What must you do to protect your credit rating?
    e. What can happen if you fail to make your payments?
    f. Would you advise your friends to buy articles on the installment plan?

11. You own a car —
    a. What insurance must you carry in New York State?
    b. How do the insurance laws and insurance rates keep many young people from purchasing cars? What is the reason for them?
    c. Should you carry more than the minimum amount of liability insurance?
    d. Would you buy collision insurance?
    e. Why should you drive very carefully?

12. You wish to protect your family —
    a. Why should you buy insurance?
    b. At what point in your life should you buy an insurance policy?

    c. What type of insurance would you buy (term, life, endowment)?
    d. How much insurance would you buy for your wife and two children?
    e. From whom can you buy life insurance?
    f. How can you get benefits from your insurance policy without dying?

13. You have a home —
    a. Why do you purchase fire insurance?
    b. How much insurance should you buy?
    c. Why do you want extended coverage?
    d. In the event of a fire, how would you prove that you had $5,000 worth of articles in your home?
    e. Why is every fire investigated?

14. You need $400 to pay a doctor's bill —
    a. Where would you borrow the money?
    b. What interest will you be charged?

15. You provide security for yourself for a rainy day —
    a. Why should you save a part of your weekly salary?
    b. Where should you put the money that you have?
    c. Should you carry accident or sickness insurance?
    d. Why might you be interested in joining a group health plan?
    e. How will your government help you if you are injured on your job?
    f. How will your government help you if you lose your job?
    g. How do you provide for your old age through social security?

Suggested Approaches and Practices

1. To show the importance of advertising, build a series of lessons around projects using the daily newspapers. For example, one lesson may involve advertising for food products, another for clothing, etc. Students have copies of newspapers for this work.
   Which advertising of .... (product) tells you more as a consumer? Is any of the advertising misleading? Is the price right? Why do you think .... is priced higher than ....?
   Students organize note-charts for food, clothing, automobiles, electrical appliances. "Make sure you look for 1) .... 2) .... etc."

2. Oral reports on "How I Was Fooled When I Bought a ...." When feasible, students should be encouraged to bring the particular purchase to class. Follow with discussion on precautions to take in making purchases of articles reported.

3. Class invites student G.O. Store representative and advisor to speak to class on G.O. Store purchases, including information on "lemons" which had been purchased in the past. Question and answer period. It is advis-

able for students to formulate questions in advance. For example, how is it possible for the G.O. Store to sell at lower prices than the store on the block?

4. Use recent advertisements of phone and electric companies. Why should it be necessary for them to advertise? How are their rates set? Who pays for their advertising? Is Public Service Commission a good name for the supervising agency? Why?

5. Reprint material (in adapted form) from annual reports of Food and Drug Administration in which are detailed cases of food adulteration and poisoning, and distribute to students for study in these areas: Why did the Federal Government have to take action? What protection does the consumer have if adulteration takes place within the state?
   Students suggest what they consider important for proper labeling of food supplies and drugs. Then compare with standards set by Food and Drug Administration.

6. Where possible, arrange for a visit to one of the following: testing laboratory of a large department store, food processing factory, or school dietician's office. Encourage note-taking for reports later: How the Consumer is Protected.

7. On blackboard, draw picture of wrist watch. Students suggest all the items they consider necessary for good advertising of the watch and set the copy. Then compare with actual advertisement in today's newspaper.
   a. Number of jewels.
   b. Mention of Federal Tax and amount.
   c. Self-winding and waterproof. Explanation of what the company guarantees — "as long as case, crown, and crystal remain intact."
   d. Type of gold plating.
   e. Budget payments.
   f. Price advertised as exceptional value by reliable firm.

8. Distribute copies of Consumer Reports. Divide class into committees of two to report to class on different products. 1) The listing of the products and their ratings. 2) How did Consumers Union decide .... product was better than (a) ....? (b) ....? (c) ....?
   Although much of the material is technical, students can gain much information and the gist of the ratings if a wise selection of the material to be read is made in advance by the teacher. In addition, the teacher has an opportunity, in this type of lesson, to extend individual help.

In the course of lessons on this unit, questions will arise which may well be motivation for a letter of inquiry or request for reports from the

Federal Trade Commission. Planning and writing the letter can be one phase of a lesson to be followed by information on the FTC when the material is secured.

10. Motivate lesson on budget with discussion on club activities and expenditures. How did your club decide on how much money to spend? What is your personal budget? What kind of budget does the Federal Government have?
    Use simple "pictographs."

11. John Smith earns as much money as George Sullivan — $75 per week. They both have the same number of dependents. Yet, John Smith is always complaining he can't get along. What might very well be the reasons for this?
    a. Does not budget his income.
    b. Buys luxuries before he covers necessities.
    c. Does not keep things in good repair.
    d. Does not know where and when to shop for bargains.
    e. Does not read advertisements carefully.
    f. Does not build up a reserve for emergencies.

12. What kind of an insurance policy do you have? What are the benefits? In very many of the responses, the students are very vague. Use this fact to plan a series of questions for home assignment on insurance carried by family. Type of insurance, payments, benefits.
    In lesson that follows, review kinds of insurance. Also, take out Social Security card to show to class. "Here is another insurance policy I have. Who pays? What are the benefits?"

13. Review your activities of yesterday as a consumer.
    a. How did you protect yourself?
    b. How did the government help you?
    c. How did you make a wise decision?

14. Have students dramatize buying situations for a variety of items to emphasize the importance of courtesy, exactness in description of items, and methods of ordering, and including knowledge of such terms as C.O.D. and charge account. This can be expanded to include information on how to return faulty merchandise.

15. Do loans of exactly the same amount cost the same? Students receive assignments to obtain literature and information from banks and loan companies to report to class. The students then develop in class a worksheet on types of loans, how to find out what each costs, and the reasons for the differences in costs. As part of the word study for the worksheet,

they will include signature loans, secured loans, short term and long term loans.

TEACHING MATERIALS AND PLANS

Topic: CONSUMER PROTECTION FROM CLOTHING SHRINKAGE

Plan/Worksheet A

In this lesson, students will have available copies of the two letters to the editors, around which this lesson is based. It is an effective motivating device because of its novelty and application to everyday living.

If the students have not previously been introduced to the meaning and importance of letters to the editor as an organ of democratic expression, this is an excellent opportunity to present it. Such motivating questions as the following are useful: Newspaper space is expensive. Why does the newspaper make provision for letters to the editor? Did you ever feel like writing a letter to the newspaper? When? Why?

Aims

1. To understand why the consumer needs government protection on clothing shrinkage.
2. To appreciate the influence citizens can exert in molding opinion and in furthering legislative proposals.

Motivation

1. Present to the class two advertisements for similar materials (e.g., cotton shirts, slacks) with only one making reference to shrinkage.

   What are the differences in the ads?

   Are they important?

   Would you take a chance with shirt #1? Shirt #2?

2. Letters to the editor:

   A. *Protection from Shrinkage*

      To the N. Y. Herald Tribune:

      Each Year, New Yorkers spend millions of dollars on clothing they frequently can wear only once. The reason: approximately 35 per cent of all clothing sold in New York is subject to shrinkage. Yet, this clothing is not properly labeled to alert the consumer to the defect, and no law exists to require appropriate marking.

The buying public already has its hands full making ends meet in the face of continuing inflation. Unnecessary financial losses sustained through the purchase of defective clothing deal another severe blow to thousands upon thousands of consumers.

Many women have undoubtedly sent a garment to the cleaner soon after making the purchase — only to discover it has shrunken in size and is virtually worthless. Although it is not to blame, the cleaning store usually bears the brunt of the blame.

A strong legislative program in this area is urgently needed, and I am giving this situation careful study to determine suitable measures which may be taken to protect consumers who can ill afford useless purchases.

Max M. Turshen,
State Assemblyman

Brooklyn, 1/25/61

B. *Shrinkage Safeguards*

Scores of people have complained to me that, although they know the contents of a garment upon purchase, they have no way of telling what type of performance they may expect. The particular sore point appears to be excessive shrinkage. Consumers spend millions every year on clothing that can be worn only a few times.

I have introduced a bill in the State Legislature to create a Joint Legislative Committee on Consumer Protection, to study the problem of over-all textile performance with a view toward adopting necessary labeling safeguards, particularly in the area of shrinkage.

I strongly urge all citizens who have been beset by this problem to write to their local representatives and Gov. Rockefeller, urging their support of the measure.

Aileen B. Ryan
N. Y. State Assembly

2/13/61

Word Study: defect, sustain, urgent, excessive, legislate, inflation.

Procedure

1. Students discuss their experiences in buying clothing which showed shrinkage. Was the item worthless after a period of time? Usable? Did you get your money's worth?

2. What protection or recourse does the consumer have at present?
   a. Write to Better Business Bureau.
   b. Return item to company.
   c. Exert public pressure.

3. Students study both letters carefully. The following questions are posed to the students orally or in written form:
   a. In the last sentence of the first paragraph in letter #1, you will find — "no law exists to require appropriate marking." Where does Assemblyman Ryan make a similar statement in her letter? Underline it.
   b. Point out the section in the letter which tells you how much defective clothing due to shrinkage is sold in New York.
   c. Has anything been actually done to help protect the consumer in this area? If your answer is "yes," in what manner is the consumer being helped?
   d. Why are Assemblymen Turshen and Ryan appealing to the public to write to their local representatives instead of having the Legislature consider their proposals? Why do they regard it necessary to write to Gov. Rockefeller?

Application

1. Students plan a class letter to Assemblyman Ryan giving their views on her proposal. This project includes the typing and analysis of the answer to the letter. It is suggested that both the copy and the answer to the letter be posted on the bulletin board.

2. A recent publication of the Department of Agriculture is "Clothing Fabrics — Facts for Consumer Education."
   a. Why is it issued by the Department of Agriculture?
   b. Why is there great need for such a publication today, as compared to 50 years ago?

   Students then examine the booklet to check and reinforce their answers.

Topic: REGULATORY AGENCIES

Plan/Worksheet B

This lesson follows up work on the function of various regulatory agencies and the jurisdiction of city, state, and federal government units. It can be an effective review.

Motivation

Select from the newspapers items dealing with the work of government regulatory agencies. Write on the blackboard pertinent sentences describing some of the activities, but without mentioning the name of the agency. Consider the following questions with the class: What agency is responsible for this activity? How does the exercise of its function affect you? Examples of material for the board follow:

Agency

> "Investigators from .... are making a detailed study of New York City private schools in an effort to stem the climb in the number of cases of infectious hepatitis which has endangered the lives of many students in a local school." ....

> The .... is tracing a shipment of a cough medicine from Indiana to Pennsylvania. The contents of a sample bottle were found to be misbranded and dangerous. ....

> Investigators of the .... will soon issue a report on the recent airplane accident which took 20 lives. ....

Reading and Analysis

Students will have copies of the following:

What's Wrong with This Story?

(Read the following story carefully. You will later list the errors you find and explain why you consider them errors.)

Arthur Burns read his morning newspaper carefully and found a good lead for a job he wanted. He knew he had to have a Social Security Card, so he quickly went to the Municipal Building on Chambers Street. He inquired of the elevator operator for the Social Security Office and was politely told that he was in the wrong building. He then tried the N. Y. State Department of Taxation. When he obtained his Social Security Card from the correct agency, he made for the IND station on the run and caught the right train just as he got to the platform. But luck was against him. Some train equipment went out of order, and there was a delay of ten minutes. Arthur became so excited, he approached the conductor and advised him of his intentions.

"Why can't these trains run without so many delays? I'm writing to the Interstate Commerce Commission and make the transit officers explain." He made his exit at the 34th Street station, where he noticed a poorly dressed young man defacing the posters. Arthur hoped the FBI would pick him up that day for such malicious mischief.

When Arthur faced the employer, he was wise enough to explain the reasons for the delay, was most courteous, and promised that, if accepted, he would do his best to be punctual. He found favor with the employer and started work that day after he showed him his Social Security Card and his working papers (he was 16 years of age) from the N. Y. State Employment Agency.

His first assignment was to deliver a package to the Post Office. The service was courteous and fast. He thought to himself: "The Mayor ought to be proud of such a department, running so efficiently. It's good to know N. Y. State taxes are spent wisely." The rest of the day Arthur spent getting stock in order.

In the evening, he went with a friend to Idlewild Airport to see his uncle leave by plane for Miami. The weather was very bad and he wondered why the Police Department didn't call off the flight. "They won't do it," his friend said. His friend suggested that they return to his home to listen to him operate his "ham" station and receive signals from distant points. "You must have done a lot of studying to have the city station, WNYC, license you," Arthur said.

List of Errors	*Why They Are Errors*
1.	1. ....
2.	2. ....
3.	3. ....
4.	4. ....

Topic: THE FOOD AND DRUG ADMINISTRATION

Plan/Worksheet C

Using source material in adapted form affords opportunities for students to exercise simple research skills in gaining a firm background of information. In this lesson, the material was adapted from records of the Food and Drug Administration. Students attach added significance to the learning at hand when they realize that they are studying from actual records. (The selected passages and case records noted below are copied and made available to the students.)

Motivation

Use advertisements from newspapers, wrappers, and labels from one or more of the following products: cheese, candy, medicine, lipstick.

Why does the consumer need protection on these items?
When does the Federal government concern itself?

What is the nature of the protection it gives?
Follow the discussion with reading and examination of source materials.

Word Study: artificial, decompose, soldered, deceptive, intrastate, ban, misbrand.

Records of the Food and Drug Administration

1. Health protection.
    a. A food must not be harmful to health.
    b. Food containers must be free from any substance which may cause the contents to be harmful.
2. Labeling information. The following facts must appear on labels:
    a. Name and address of manufacturer, packer, or shipper.
    b. Accurate statement of the contents.
    c. Name of any artificial flavoring or coloring.
3. Sanitation.
    a. Food must be prepared, packed, and stored under sanitary conditions.
    b. A food must not be filthy or decomposed.
4. Prohibited deceptions.
    a. Labels must not be false or misleading.
    b. Food containers must not be so made as to be deceptive.
5. Case records from reports of the Federal Security Agency.
    a. Food adulteration and poisoning.
    (About 10% of the shipment of Portuguese sardines to this country in 1945 was stopped because of too much lead in the soldered tins.)

    "Early in April, 1945, a series of outbreaks of food poisoning happened at about the same time in several towns in two adjoining states. Investigations conducted by local health authorities and by a Food and Drug Administration inspector showed that the factor common in each of the illnesses was that people ate Colby cheese. The cheese was traced to a manufacturer in an adjoining state, who admitted that the cheese had been manufactured the month before and shipped out within 3 days, even though the cheesemaker had removed from the barrel a dead mouse which he found floating in it. Later it was learned that cheese from a barrel was also responsible for an intrastate outbreak involving 100 persons. The cheese was recalled to the factory and was placed under state embargo from being sold. Criminal prosecution of the manufacturer was started. Colby cheese manufactured in another state of the union was the cause of an outbreak in a neighboring state, with 70 individuals affected."

b. Mishandled drugs.

"The second woman to be sent to jail in 1944 for violation of the Food, Drug, and Cosmetic Act was sentenced to serve 57 days in jail and pay a $1,000 fine, and an additional jail sentence of 6 months was suspended and she was placed on probation for 5 years. She had persisted in shipping a number of preparations misbranded with false claims for a long list of serious ailments. One, consisting only of flavored sodium bicarbonate (ordinary baking soda), was labeled for influenza and other diseases requiring immediate medical attention. Three preparations labeled for entirely different ailments had been made from the same formula."

Analysis and Re-examination

Re-examine the material used in the motivation to discuss application to the records read.

Discussion

In a hearing before the House Commerce Committee on May 9, 1960, Congressman Williams suggested that the government should ban cigarettes under its program to protect consumers from anything which might cause cancer.

1. What is your position?
2. Compare with testimony of former Secretary of Health, Education and Welfare, Arthur S. Flemming. "As for tobacco, an individual is completely free to buy cigarettes or not to buy them. Food, on the other hand, is essential to life, which is why I want a law to stop the use of color additives in food, drugs and cosmetics, if laboratory tests show the additive can bring about cancer in animals or humans."

INSTRUCTIONAL FILMS AND FILMSTRIPS

The films and filmstrips listed in this section have been approved by the Board of Education. The films are available from the BAVI Central Loan Collection or from local film centers. For annotations and more details, see *Instructional Films and Tapes,* Curriculum Bulletin No. 14, 1958-59 Series; and the 1959 *List of Approved Filmstrips and Supplements.*

The numbered topics in column 1 correspond with those in the *content section of this unit* for which the film or filmstrip is appropriate.

Films

Content Topic (and *Film Title*)	Producer	Running Time (*Minutes*)
3. What care should you exercise in buying goods and services?		
Most for Your Money	McGraw-Hill	18
Wise Buying	Coronet	11
4. When would you buy on the installment plan?		
Installment Buying	Coronet	11
6. How can you protect yourself as a consumer and get the most out of your dollar?		
Consumer Protection	Coronet	12
7. Why is a budget important for you?		
Your Family Budget	Coronet	11
Broken Strings	Modern Talking Pictures	21
Credit Man's Confidence in Man	Dun & Bradstreet	33

Filmstrips

Content Topic (and *Filmstrip Title*)	Vendor	Item No.
2. How can a course in consumer education help you?		
Consumer Problems in Nutrition	McGraw-Hill	24570.13
Buying Food Wisely	McGraw-Hill	27070.15
3. What care should you exercise in buying goods and services?		
Facts About Cotton Fabrics	McGraw-Hill	27030.1
Facts About Wool Fabrics	McGraw-Hill	27030.12
Case Against Shrinkage, The	Variety Store Merchandiser	20635
6. How can you protect yourself as a consumer and get the most out of your dollar?		
Your Retail Store	McGraw-Hill	27030.15
How to Use Your Checkbook	Eye-Gate House	22480.12
7. Why is a budget important for you?		
Budget Ideas for Youth	Visual Ed. Consultants	21400
Inflation and the Standard of Living	N. Y. Journal-American	

Unit IV

YOU AND SUCCESS ON THE JOB

It is suggested that this unit be scheduled for a very early part of the term's work when many students, especially those on the work-experience program, are engaged in finding employment or will soon face problems of orientation to their jobs. It also helps to set the tone for positive learning situations in related areas because of its immediacy and functional aspects.

Objectives

1. To understand the relationship between schooling and success in employment.
2. To learn how to go about finding employment.
3. To evaluate the factors important in holding the right job.

Content

1. How can you plan for a successful future through wise choice of an occupation?
   a. Learn about the many types and levels of occupations at which people work — manual and service occupations, clerical, technical.
   b. Learn about your abilities and interests through your school records and tests.
   c. Learn about your physical limitations.
   d. Consult your parents, relatives, and counselors.
   e. Be prepared to start from the bottom.

2. How important is your schooling?
   a. Mastering the basic tools of learning.
   b. Learning how to assess yourself: limitations, abilities, goals.
   c. Getting advice on present or future employment.
   d. Achieving a good record and recommendation: grades, attendance, personality traits.

3. Where do you look for a job?
   a. Public agencies.
   b. Private agencies (including social and religious).
   c. School employment bureau.
   d. Newspapers (including Civil Service newspapers).
   e. Friends and relatives.

4. How do you apply for a job?
   a. Preparing a letter of application.
   b. Filling out an application form.
   c. Taking an examination.
   d. Being interviewed by the employer.

5. What can you do to hold your job?
   a. Regular and punctual attendance.
   b. Showing courtesy.
   c. Willingness to accept criticism.
   d. Avoiding repeated errors.
   e. Ability to be tactful when necessary.
   f. Showing your cooperation by helping other workers and offering suggestions to your employer when requested.
   g. Dependability.

6. What are the personality traits important in getting and keeping a job?
   a. Good character traits.
   b. Good appearance.
   c. Good speech and manners.
   d. Pleasing voice.
   e. Self-confidence without conceit.
   f. Even temper.

7. How do you grow and develop on the job?
   a. Through doing your best job.
   b. Through patience. (Do not expect too rapid growth or advancement.)
   c. Through preparing, when possible or necessary, for the job immediately ahead.

8. When should you change your job?
   a. Possibilities of advancement.
   b. Chance to develop new interests.
   c. Appreciable difference in wage scales.

9. How do you measure success on the job?
   a. The position you occupy.
   b. The wages you make now and the chance for advancement.
   c. The pleasure of doing something you like.
   d. The surroundings you work in.

Suggested Approaches and Practices

1. Use illustrated poster on vocational choice — e.g., NAM poster — "Don't Choose Blindly" (blindfolded figure making choice from a hat).

Plan with class, text for poster: "How Not To Choose Blindly."

a. Learn requirements and qualifications for the job.
b. Know your abilities and also your limitations.
c. Is there a chance for advancement?
d. How necessary is it for you to take a job at once?

2. Use cumulative records of graduates of school. Read comments by teachers. Which boy had a better chance to succeed? Why? Use copies of letters of recommendation in folder and other sources of information to point out which boy has succeeded. Cover a variety of jobs as policeman, clerical worker, stock boy, special training in armed services. Stress importance of improvement in record in spite of a poor start.

3. Distribute copies of school record cards. Students use them for self-rating and inventory on character traits and work traits. Where can I improve? How can I improve? This material is placed in the notebook and re-examined later for another self-rating.

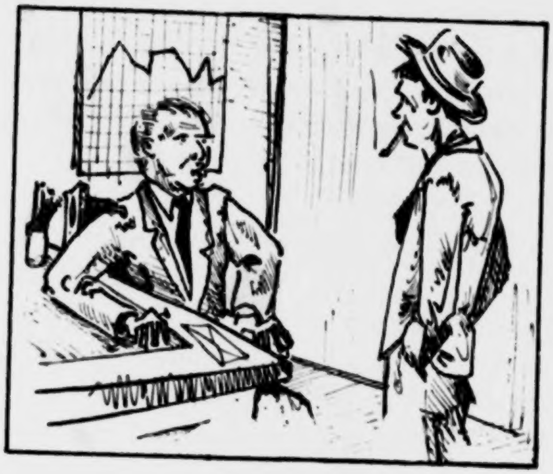
4. Oral reports and discussions by students on "How I Got My First Job" and "What I Learned from My First Job." Class develops "Do's and Don't's" — advice to job seekers.

5. Distribute "Report to Employers" form (issued by Commerce and Industry Association of N. Y. in cooperation with N. Y. C. Board of Education) to students. Inform students that "each employer to whom you will apply will probably send one of these forms with your name on it to this school." Which words are difficult to understand? List them in your notebook and find their meaning by using the dictionary.

   Why should an employer want to have all this information available? How high is your EQ (Employability Quotient)? Students have a working idea of what IQ means. This is an opportunity to stress the importance of personal traits and basic skills for success in the job.

6. Dramatize the situation of a student applying for a job by interview. Place on the blackboard copy of a want ad for messenger or stock clerk and the following questions: If you were an employer what would you ask and look for in an interview? If you were applying for the job, how would you start the interview? What courtesies would you show? Students are given 15 minutes to formulate their answers before enactment by volunteers. Students then evaluate the interview: What was good? What needed improvement? The evaluation will cover the following areas: courtesy, dress, speech, tact, attitude.

   For contrast, and as a culminating activity, students study what's wrong in the cartoon on page 101 (drawn on blackboard or poster).



"I ain't got a social security card. Maybe, if you've got a good paying and easy job for me I'll go down and get it, if you tell me where to go. So let me know, will ya?"

7. Use case histories from N. Y. State Employment Service. Use pamphlet, "Why Young People Fail to Get and Hold Jobs."

   As a summary for each case history, students should suggest good headings. Arrange in outline form for note taking.
   a. Poor attitude.
   b. Sloppy appearance.
   c. Not enough training.
   d. Too independent.
   e. Over-sensitive.
   f. Failure to notify employer about absence.

8. To appreciate the variety and extent of occupations in the world of work, students draw up a list of 30 occupations they encountered today. Which jobs are similar? Lead into categorizing occupations under — manual and service, clerical, professional.

   Which headings are you interested in? Is it possible to transfer from one type of occupation to another—service to clerical? How?

   Distribute *U.S. Department of Labor Job Guide for Young Workers.* Students pick the job they are interested in and report on what they have learned about job prospects, qualifications, usual duties, opportunities for advancement, how job is obtained, etc.

9. Use copies of employment forms of large department stores or other large companies. You are applying for the job .... with .... company. Fill out the form. (Observe carefully and notice, after about 10 minutes, that many are having difficulties.) What is the trouble? Point out importance of: a) basic reading ability; b) knowledge of words, e.g., surname, defect; c) ability to follow instructions. Do the first sections with class and then students complete form. Help individual students.

10. Arrange to have a NYSES representative talk to a few classes on problems relating to looking for a job. In advance of the talk, students decide on their representative to introduce the speaker, what he will say, and the courtesies he will extend. Based upon material previously studied in this area, students set up questions they would like answered.

11. Use short biographical sketch of well-known figure who succeeded in spite of handicaps or difficult starts. In many cases this will mean adapting the material to be comprehensible to the students. These sketches will come not only from regular texts, but, more advisedly, from such sources as newspapers, magazines, and pamphlets. An example is the short article on Peter Cooper which is found in this unit.

    A suggested motivation for this lesson is the file of colored pictures on the new Cooper Union Building and the section bounding it. Why should this building take on so much importance when there are larger, more beautiful structures going up? Students read short biographical sketch on Peter Cooper. Are there many other great figures in history who showed similar traits? Any people you know?

12. Introduce lesson on the importance of education with the following story: If you had walked through the GE jet engine plant of Evandale, Ohio in 1949, you would have found a strong lad, John Barkley, lifting heavy barrels and cleaning up day after day. Do you think he had much of a chance on that job? Why?

    After discussion, distribute set of "Does Education Pay? How John Barkley Got a Better Job" (GE Educational Circular, General Electric Co., Schenectady, N. Y.) to the class. It is important to study the difficult words (e.g., orientation, evaluation) in the selection before the reading proceeds. The motivating question to be used for this reading is — What lesson is there for you in this story?

13. Secure copies of sample questions from entrance examinations for employment with concerns in the city and present them for answer and solution. Why do so many companies go to the expense of giving examinations for employment? Are the questions asked directly useful for the job for which you would be hired? Why are they given? What type of examination do smaller companies rely on?

14. Students bring newspapers to class to examine ads on Help Wanted and Position Wanted. What is the difference? Why do a few ads in Position Wanted mention salary? Should the beginning salary be the only important factor in choosing a job? How would you word your ad?

15. Charlie Muller, captain of Hempstead High football team, says: "It's a cinch to spot a square. Nine times out of ten he's a sloppy dresser or else tries to dress like a tough guy. That just isn't smart. Right guys dress right. When you dress right, you feel right. And people have a lot better opinion of you, too."

    Why is dressing right important in looking for a job? at school? Does dressing right mean large expenditures of money?

16. Students learn how to fill out NYSES application form, ES 67.21 N. Y. Department of Labor. Obtain sample applications to cover needs of the class. In addition to learning how to fill out the applications, students are directed to item #26 (where applicant is not to write), to evaluate nature of comments which will follow later: appearance, manner, speech, response, attitudes. Questions 1 to 8 are very good for self-assessment and could form the basis for a separate lesson.

TEACHING MATERIALS AND PLANS

Topic: EMPLOYMENT INFORMATION

Plan/Worksheet A

Students are very much impressed when they realize the frequency of requests from employers for information on present or former students. Obtain such letters from the guidance office as evidence to present to the class. It is very important to indicate that a previously poor record is not beyond redemption, and how recommendations can be won.

Motivation

Students act the part of employers: You are an employer in the .... business, considering the application of a student for work as a clerk. What important information would you ask the school to answer about applicant?

Analysis and Comparison

1. Have 2 sample sets of students' answers on the blackboard. Discuss the various questions for similarities and differences. Why is each question important to you as an employer? Class sets up a model questionnaire based upon frequency of questions submitted.

2. Distribute copies of a letter sent by an employer (page 104). Students compare the model questionnaire with the letter. Did you omit any important questions? Which list is better? Does the student who had a poor school record stand a chance of getting the job?

PEET ROGERS COMPANY
WARREN STREET AT BROADWAY
NEW YORK 7, N. Y.

BArclay 7-6200

February 1, 1961

George Westinghouse Vocational High School
49 Flatbush Avenue Extension
Brooklyn 1, New York

Attention of Principal

Dear Sir:

Frank Smith of 200 6th Avenue, Brooklyn, has made application to us for a position and states:

Birth: October 16, 1945 Former Address: 265 Bergen St.
Father's Name: George Left School: June, 1949

May we ask you to fill in the answers to the following questions and mail in the enclosed stamped envelope?

1. When did he enter? ....
2. Was he graduated? ....
3. Was conduct satisfactory? ....
4. Was attendance regular? ....
5. Was attendance punctual? ....

Your courtesy will be appreciated.

Yours truly,

C. D. Bakers
Employment Director

Topic: HOW A DREAM CAME TRUE **Plan/Worksheet B**

This is an example of how material from a newspaper can be adapted and used for a lesson. This particular article has a number of merits: it is biographical; it deals with adolescents; it concerns the trying problem of competition under handicaps.

Motivation

Show the picture of construction going on at Fourth Avenue and Astor Place for the new Cooper Union Building. Apprise class of the fact that what is happening here is the result of a dream of a 17-year-old boy, Peter Cooper, who lived more than 100 years ago. What was so remarkable about this dream? What could you learn from his life?

Reading

HOW A DREAM CAME TRUE

(Adapted, N. Y. Times)

As a youth of 17, Peter Cooper was an apprentice to a coachmaker in lower Manhattan at the salary of $25 a year and board. With no schooling, he was handicapped in the competition for a better job.

This handicap made him dream that one day he might be able to provide his country with an educational institution which would be open to all deserving young men and women without financial cost.

Cooper had to get his own education without going to school. His dream to give opportunities for education to all never changed even when he became a successful businessman, operating a grocery store on Astor Place. When he became richer he bought many lots, the Third Avenue property on which Cooper Union is now located. By 1845, he was well on his way toward great wealth. He had made a fortune by developing a glue factory, whose product was better — and cheaper — than products imported from Great Britain and Germany. He had also built the first American steam locomotive and was the owner of a large ironworks factory.

Cooper realized that regular schooling and some form of education would have to take the place of the apprentice system. At the age of 61, a millionaire, he announced the nation's first experiment in private support of free education; its library was New York's first free reading room, and its free lecture program was the beginning of education for adults.

Peter Cooper's dream was to give youth an opportunity for training to earn a living, thus helping them to become men and women of character and responsible citizens. He expressed his ideas in this way: "I have always recognized that the purpose of business is to make money in an honorable manner. I have always tried to remember that the purpose of life is to do good."

Discussion

1. Check list of character traits on cumulative record card. Which traits did Peter Cooper show as a young man? Justify choices.
2. Why did he feel the need for schooling? To what extent does his reason hold true today?
3. Why was he so unusual for his time?
4. What, in the news report, tells us about:
    a. the type of trades 100 years ago?
    b. the method of learning a trade?

INSTRUCTIONAL FILMS AND FILMSTRIPS

The films and filmstrips listed in this section have been approved by the Board of Education. The films are available from the BAVI Central Loan Collection or from local film centers. For annotations and more details, see *Instructional Films and Tapes,* Curriculum Bulletin No. 14, 1958-59 Series; and the 1959 *List of Approved Filmstrips and Supplements.*

The numbered topics in column 1 correspond with those in the *content section of this unit* for which the film or filmstrip is appropriate.

Films

CONTENT TOPIC (and *Film Title*)	PRODUCER	RUNNING TIME (*Minutes*)
1. How can you plan for a successful future through wise choice of an occupation?		
Aptitudes and Occupations	Coronet	16
Your Investment in the Future	Coronet	11
Benefits of Looking Ahead	Coronet	11
Choosing Your Occupation	Coronet	10
Finding Your Life's Work	Malinke	22
Planning Your Career	E. B.	16
2. How important is schooling?		
Developing Your Character	Coronet	11
Effective Criticism	Coronet	11
High School: Your Challenge	Coronet	16
How Honest Are You?	Coronet	15
3. Where do you look for a job?		
Getting a Job	E. B.	16

4. What can you do to hold on to your job?		
Am I Trustworthy?	Coronet	11
Everyday Courtesy	Coronet	11
How to Get Cooperation	Coronet	11
How to Keep a Job	Coronet	11
Office Etiquette	E. B.	14
6. What are the personality traits important in getting and keeping a job?		
Developing Self-Reliance	Coronet	11
How to be Well Groomed	Coronet	10
Improve Your Personality	Coronet	11
Office Teamwork	E. B.	12
Personal Appearance	Coronet	38
Personal Qualities for Job Success	Coronet	11
Shy Guy	Coronet	13
7. When should you change your job?		
Your Earning Power	Coronet	11

FILMSTRIPS

Content Topic (and *Filmstrip Title*)	Vendor	Item No.
1. How can you plan for a successful future through wise choice of an occupation?		
Getting a Job	McGraw-Hill	20630.1
Finding the Right Job for You	McGraw-Hill	21410.12
2. Where do you look for a job?		
So You Want a Summer Job	McGraw-Hill	21800.34
Getting a Job	Bowmar, Stanley	23400.15
3. How do you apply for a job?		
The Job Interview	Eye-Gate House	22480.13
4. What can you do to hold onto your job?		
Your Boss Is Proud of You	McGraw-Hill	21390.14
Why Etiquette in Business	McGraw-Hill	21410.1
Your New Job	McGraw-Hill	21410.13
The New Employee and Fellow Workers	McGraw-Hill	21410.14
You Want to Look Right	McGraw-Hill	21410.15
5. What are the personality traits important in getting and keeping a job?		
So You Want to Make a Good Impression	McGraw-Hill	21390.13
Selling Yourself to an Employer	McGraw-Hill	21410.12
Getting Ahead on Your Job	Bowmar, Stanley	23400.16

Unit V

YOU AS A WORKER IN INDUSTRY

This topic was treated as a separate unit because it was felt that in addition to the purely practical considerations facing the worker in terms of success on the job, it is both possible and advisable to broaden the scope to include enlightenment on important phases in our history connected with the industrial revolution, development of the labor movement, and responsibilities in union membership.

Objectives

1. To appreciate the importance of labor in developing our country.
2. To understand the responsibilities of a worker as a citizen in a union.
3. To understand the process of collective bargaining.
4. To gain a knowledge of the labor organizations available to workers.

Content

1. History of labor and industry in our early development.
   a. Labor in Colonial America.
      1) Majority of workers owned their businesses.
      2) Trade areas limited: farmer, carpenter, tailor, shipbuilder.
      3) Little need for social or labor legislation.
      4) Learning the trade through apprenticeship.

   b. Results of the industrial revolution.
      1) Rise of the factory system and division of labor.
      2) Formation of wage earners as a distinct class.
      3) Migration of workers to cities.
      4) Increased demand for more labor and influx of immigrants.
      5) With new inventions and changes to machine labor, new trades and industries evolve.
      6) Rise in the standard of living.

2. Why was it necessary for labor to organize?
   a. Evils of the early factory system.
      1) Poor sanitary conditions.
      2) City slums.
      3) Long hours of labor.

   b. Wage scales.
      1) Fluctuating and depressed.

   - c. Social aspects.
     - 1) Feeling of unity.
     - 2) Benevolent organizations.

3. What are the different types of union organization?
   - a. Craft versus industrial.
   - b. Local unions of workers in a particular trade or industry.
   - c. Federations: city, state.
   - d. National unions.
   - e. Federation of national unions.
   - f. Recent developments — unions in unrelated trades.

4. Which are the largest labor unions?
   - a. American Federation of Labor-Congress of Industrial Organizations (AFL-CIO). Examples: autoworkers, steelworkers, machinists, carpenters.
   - b. Independent unions. Examples: teamsters, mineworkers, telephone workers.

5. When is union membership similar to citizenship?
   - a. Maintaining alertness on all issues.
   - b. Understanding your responsibilities.
   - c. Exercising your right to vote.
   - d. Taking an active stand in support of democratic rules and government.

6. How can collective bargaining be an example of democracy in action?
   - a. Provisions for grievance procedures.
   - b. Round-table conferences.
     - 1) On working conditions.
     - 2) On factors determining wages (job evaluation, prevailing rates, financial condition of the company).
     - 3) On fringe benefits.

7. How do labor laws protect you?
   - a. Federal and state minimum wage laws.
   - b. Hours of employment for minors limited.
   - c. Night work of minors regulated.
   - d. Employment of minors in hazardous work forbidden.
   - e. Inspection for safety and health.
   - f. Disability benefits and worker's compensation.

8. What problems and trends face the new worker?
   - a. Increasing use of automation.
     Will you lose your job? What are the chances for getting other jobs? What kind of retraining is possible?
   - b. Jobs are becoming more specialized.

c. Competition for part-time jobs is growing more intense.
d. Education counts more. (70% of the new young entrants to the labor force in the 1960's will be high school graduates or better, compared with 60% in the 1950's.)
e. In general, those with more schooling have higher earnings.
f. The fastest growing occupation fields are clerical and service.

Suggested Approaches and Practices

1. Show class a picture of a garment worker in the late nineteenth century engaged in the process of stitching. (Pictures available from ILGWU.)

   Would this picture be a good one to use to illustrate the trade in 1961? Why not? Lead students to an understanding of the factory system, rise of inventions, and expansion of industry. How far did the worker in the picture have to travel to work? Why was it easy for him to own his own business?

2. To appreciate the advances we have made in labor and industry, discuss with students their work experience or the employment of their parents. Is a comparison possible with conditions in colonial times? What was the nature of work then? As a culminating activity, students set up a comparative chart covering: system of training, hours of employment, conditions of employment. The Building of America Series is helpful in this area.

3. The word "revolution" as a concept of change can be introduced through probing the meaning of "rpm" and "revolve." The degree of change is emphasized. How could revolution be applied to industry? What trade are you interested in? Is the industrial revolution going on there? How will it affect you? Will this revolution stop?

4. Have a class committee go to the school library to obtain information on the population of New York City, 1861, and today. The committee reports on how and where it obtained the statistical information. Class discusses the reasons for the tremendous growth in population. What part did growing industries play? How do cities try to attract industries? (Make use of financial and real estate sections of Sunday Times which contain advertisements by cities offering inducements to industries to locate there.)

   When does a city lose population? E.g., N. Y. Herald Tribune news item of 2/10/60 — Citizens Try to Save Firm in Herkimer.

5. Read to class, newspaper ad for workers on projects in Alaska. If you had the opportunity, would you go? Why? Why does the company

have to advertise in N.Y. papers? Compare to our country 100 years ago, 200 years ago.

6. The necessity for factory inspection and how the government protects the worker in this respect can be highlighted through studying pictures of old factories, discussion, and visits to industry.

   Show pictures of the Triangle Shirtwaist Factory fire which trapped employees in an eight-story workroom with only one exit. (Obtain pictures from ILGWU.) Are such tragedies possible today?

   If there are factories close to the school, arrange for a visit after students have formulated, in advance, what they are to look for: evidences of health and safety precautions and regulations, fire drill practices. Encourage students to make notes of regulations on posters. Discussion follows upon return to class.

7. By studying newspaper reports and available union publications, students compile a long list of unions. Why are there so many different kinds of unions? Lead into categorization of craft, industrial, national unions, etc.

   Why should a member of a local union be required to pay part of his dues to a national union?

8. Have student bring in father's union card and book — or obtain copy from one of the unions which may be operating in school area. Draw symbol and motto of union on board, e.g., hands clasping for AFL-CIO. What is the meaning of this? Read sections from union book. Why is it called a constitution? Does a member have to report at each meeting? Why?

   If you were a member of a union, how would you decide whether it was run democratically and working for your benefit? If the students have already had the unit on the Constitution, then develop on board — Checks and Balances, Division of Powers, Right to Petition, etc.

9. Use cartoon — round table and figures around it: labor, management. Label it "The American Way." If an important strike is in progress, label figures with names of management and union. Is "The American Way" a good title? Why?

10. Have student who works, report on the process of getting working papers. Have copies of working papers available. Why did you have to take a medical examination? Will you have to take one when you reach 16 years of age? Why? Why didn't you take work in a factory?

    Distribute to class copies of attendance and employment laws, N. Y. State Department of Labor. Find the section which tells you where you are allowed to work and the number of hours you are permitted to work. What are considered hazardous occupations? Is the government helping you through these laws?

This booklet could very well be the springboard for a number of lessons to motivate and cover many phases of this unit, especially the early development of labor unions, labor in colonial times, and the industrial revolution. Do you think there was such a booklet in colonial times? Why?

Teaching Materials and Plans

Topic: HOW TO PREPARE FOR WORK Plan/Worksheet A

The material for this lesson is taken from government publications (NYSES) which do not require extensive reading background and skill. Instead of working from one booklet, students now have the opportunity for simple research work by consulting a number of sources. They will also learn to develop meaningful skimming. All students should have a set of the following NYSES pamphlets: Facing Tomorrow, Job Hunting, Do You Plan to Work?, Beginning to Work, Permit Pete Reminds, Why Young People Fail to Get and Hold Jobs.

Students should be permitted a period of 10-15 minutes to skim through the material. Then pose the question: Which pamphlet will you use to obtain the answer for question #1a? Discussion will lead to methods of getting information quickly and accurately. Students then proceed with their individual worksheets.

It is best to plan for a full period to discuss and elaborate on the answers.

1. *Getting the Correct Information*
   (Completion Items: a-h)
   a. You must have working papers if you are under .... years of age.
   b. The two best documentary proofs of age are .... and ....
   c. The purpose of the aptitude test is to find ....
   d. The .... will help you to decide what kind of work to do.
   e. An example of a civil service job is ....
   f. NYSES stands for ....
   g. If you are 14 or 15 years of age you may not work in a ....
   h. If you are 16 or 17 years of age you may work .... hours per week.

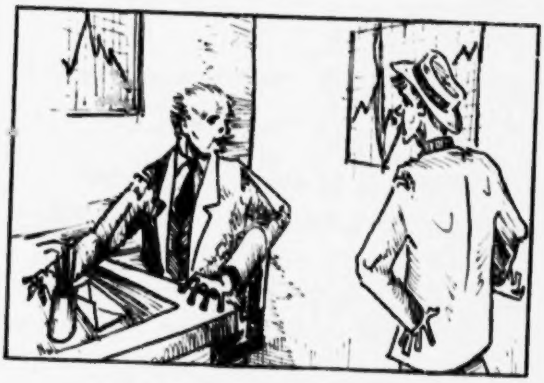
   (True or False Items: i-o)
   i. It is not necessary to have working papers if you are under 18 and a high school graduate.

j. New working papers are required for every new job.
k. You must get a new social security card for every new job.
l. The employment bureau of our school is located in room 105.
m. The Brooklyn office of the NYSES is at 205 Schermerhorn Street.
n. If you stop working you must give up your Social Security card.
o. You must pay the NYSES for helping you find a job.

(Essay Items)

p. Why does the law require physical examinations in order to get working papers? (3-4 sentences)
q. How does this school help you to get the right job? (3-4 sentences)
r. Is the beginning salary the most important factor in choosing a job? (3-4 sentences)

2. *Analyzing Mistakes*



WHAT'S WRONG?

"What do ye say, Mister! Do ye still have that job open or ain't ye? Figgered maybe ye could use me. How much dough in it?"

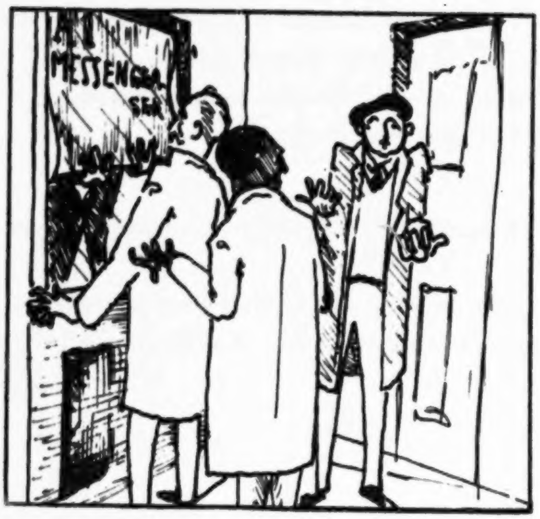
If you were an employer, why would you not hire the boy represented in the cartoon above? (List 4 reasons.)

a. .... c. ....
b. .... d. ....
e. Suggest another title for the cartoon. ....
f. What would be a proper way of introducing yourself to an employer?
....

Topic: DISCRIMINATION IN EMPLOYMENT **Plan/Worksheet B**

This is continued work with pamphlets on employment. Question #9 is optional depending upon how advanced the class is. It is recommended that this lesson be followed up with a talk by a representative of NYSCAD and a showing of a film developed by that agency.

Motivation



Why do you think Joe, Sam, and George were not hired?

JOE, SAM, AND GEORGE

"We're pretty good machinists — but we didn't get the jobs. We're qualified, and we know he still needs more men. We think we know why he won't hire us."

Pamphlets: "An Equal Chance," "Inside Facts." (N.Y. State Comm. Against Discrimination.)

Word List: discrimination — making a difference in favor of or against a particular group or person. (For example, to show discrimination against members of ....)

Prejudice — an opinion formed without taking time and care to judge fairly and with good reasons.

Quiz

1. Joe, Sam, and George were turned down for employment because of ....

2. The Law Against Discrimination means an .... chance for everyone no matter what .... he belongs to or what .... he is. It protects .... against discrimination.

3. Before starting court action against an employer, labor union, or employment agency for discrimination, the State Commission Against Discrimination first tries to ....

4. In hiring a worker, the thing which counts should be: "Is he ....?"

5. The N.Y. offices of the Commission are at .... in Manhattan.

6. The N.Y. State Law Against Discrimination became effective in the year ....

7. The Law does not apply to ....

8. Suggest (or draw) a good cartoon to show how important the work of the Commission is.

9. a) Should the Federal government adopt a law similar to the N.Y. State law described in the pamphlets you have read? Why?
   b) What group might object to such a Federal law?

10. The Law Against Discrimination carries out the American principle of .... opportunity for ....

11. What could Joe, Sam, and George do about their complaint?

Follow-up

After class has discussed the answers to the quiz, time should be devoted to formulating questions for the NYSCAD representative who will address the group.

Topic: THE INDUSTRIAL REVOLUTION

Plan/Worksheet C

It is best to use "Adventure into the Past" to introduce the basic ideas of the industrial revolution. It employs a very simple approach and will aid the student in the more difficult task of drawing implications from a study of the two cartoons on the next page.

Motivation

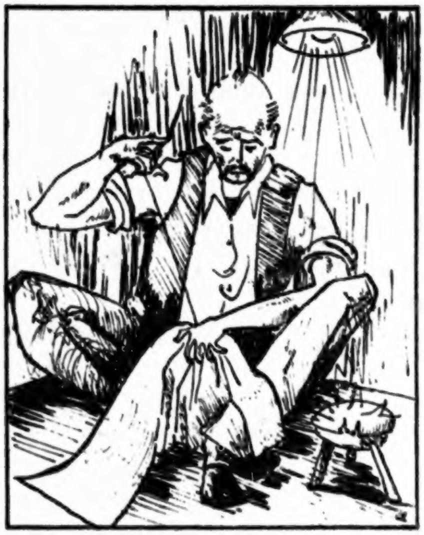
Use "Adventure into the Past" (comic book in General Electric Adventure Series). Students examine the face sheet to answer the following questions:

1. What is the main difference between the sections of the sheet?
2. How did the change come about?

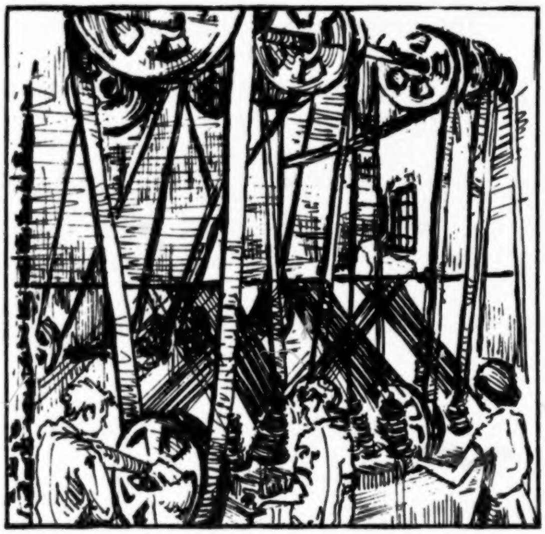
Development

After directed study and analysis of the cartoons (made available to the students) in the form of oral answers to the questions, students organize their observations for note-taking under the following topics: Evils of the Industrial Revolution, How the Industrial Revolution Made Work Easier, Important Mass Production Industries.

Study the two illustrations that follow and be prepared to answer the questions on them.



Leonard Smith—Hand Tailor



ABC Clothing Co.

THE INDUSTRIAL REVOLUTION

1. In what way does the machine belt boss the workers in the drawing?
2. List two improvements necessary in the factory above.
3. Would it be correct to write 1961 on the drawing to the right? Explain.
4. Name two industries which use the belt or conveyor-system.
5. Suggest a good title for the drawing on the left.
6. Who takes more pride in his work, the worker in the L. Smith advertisement or the worker in the factory above? Explain your answer.
7. The N.Y. Times recently reported: *Muzak Corporation to Pipe Music to Large Companies Using Belt System: Benefits Employers and Employees.* Explain how music will benefit employer and employees.

INSTRUCTIONAL FILMS AND FILMSTRIPS

The films and filmstrips listed in this section have been approved by the Board of Education. The films are available from the BAVI Central Loan Collection or from local film centers. For annotations and additional information, see *Instructional Films and Tapes,* Curriculum Bulletin No. 14, 1958-59 Series; and the 1959 *List of Approved Filmstrips and Supplements.*

The numbered topics in column 1 correspond with those in the *content section of this unit* for which the film or filmstrip is appropriate.

Films

CONTENT TOPIC (and *Film Title*)	PRODUCER	RUNNING TIME (*Minutes*)
1. History of labor and industry in our early development		
If the Shoe Fits	Institute of Visual Training	12
Industrial Revolution	E.B.	11
Whitney, Eli	E.B.	18
Production Pioneering	Ford Motor Co.	20
Cities: Why They Grow	Coronet	11
2. Why was it necessary for labor to organize?		
With These Hands	I.L.G.W.U.	35
5. When is union membership similar to citizenship?		
Developing Leadership	Coronet	11
Discussion in Democracy	Coronet	11
8. What problems and trends face the new worker?		
Age of Specialization	McGraw-Hill	13
Automation	McGraw-Hill	84
Big and Basic	Ford Motor Co.	30
Human Bridge, The	Ford Motor Co.	30
Technique for Tomorrow	Ford Films	10

Filmstrips

CONTENT TOPIC (and *Filmstrip Title*)	VENDOR	ITEM NO.
1. History of labor and industry in our early development.		
Machine Age Comes to America	McGraw-Hill	49660
Story of American Industry	Yale Univ. Press	52400.33
8. What problems and trends face the new worker?		
Spotlight on Labor	N. Y. Times — Feb. 1960	
Mass Production	N. Y. Journal-American	
Interdependence in Industry	N. Y. Journal-American	
Machines and Human Welfare	N. Y. Journal-American	
What Is Automation?	N. Y. Journal-American	
Unemployment in a Free Economy	N. Y. Journal-American	

Unit VI

HOW OUR GOVERNMENT WORKS

This is a difficult unit because it contains many concepts and references to the structure of government. Care should therefore be taken not to bog down in details, in terminology, or in intensive reading of the Constitution, section by section. The emphasis should be on the functional aspects. Films will be found most useful.

Objectives

1. To understand the basic operations in our democratic government.
2. To appreciate the meaning of citizenship and to prepare for future responsibilities.

Content

1. Why we need government.
   a. At home.
   b. At school.
   c. In the club or social organization.
   d. In the city.
   e. In the nation.

2. Why we need a constitution.
   a. To guide government with a written set of principles.
   b. To provide for orderly changes by amendment.
   c. To serve as protection against dictatorship.

3. Examining the Constitution.
   a. The Preamble as a statement of purpose.
   b. The Bill of Rights and our liberties.
   c. Division of the government by branches: executive, legislative, judicial.
   d. Changes by amendments.

4. The basic principles of our national government.
   a. Three branches of government.
   b. Division of functions—state and federal governments.
   c. Inalienable rights.
   d. Constitution is highest law of the land.
   e. Equality of states.
   f. Constitution can be changed by amendment.

5. The lawmaking body—Congress.
    a. Why there are 2 houses in Congress.
    b. How they are elected.
    c. The powers of each House.

6. The Executive branch.
    a. How the President is elected.
    b His powers.
    c. How he exercises leadership.
    d. The functions of his cabinet.

7. How the courts protect us.
    a. Our rights and obligations.
    b. The distinction between civil and criminal cases.
    c. The Supreme Court as the highest court of the land.
    d. Our local courts and their jurisdictions. (Magistrates, Municipal, Small Claims)
    e. Provisions made for fair and speedy trial.
    f. Elements of court procedure.

8. How a bill becomes a law.
    a. The importance of committee hearings and recommendations.
    b. How the two Houses align for legislative action.
    c. The power of the veto.
    d. The operation of checks and balances.
    e. Similarities in procedure in passing a bill on federal, state, and municipal levels.

9. Our state and city governments.
    a. Similarities to the structure of the federal government in executive and legislative branches.
    b. The differences in function between state and city government.
    c. How they rely on each other.
    d. What home rule means.
    e. Important state and city agencies which affect you now.

10. What our responsibilities are as citizens.
    a. Keeping alert on issues and events.
    b. Serving on jury when called.
    c. Paying taxes.
    d. Serving in defense forces.
    e. Obeying our laws.
    f. Maintaining an interest in community betterment.

Suggested Approaches and Practices

1. Read an item from the sports page which refers to a captain, coach, referee, or umpire performing his duties, e.g., "Referee Harold Valen penalized Jack Barker for low blows." Use photo of bout or game for illustration. Is he—coach, referee—an important part of the game? Why? Imagine the game without the referee. Describe it. Study series of rules or laws for a particular game. Transfer the same underlying purposes to functions of government.

2. Students relate their experiences in organizing or belonging to clubs—written and unwritten laws. Elicit experiences stemming from membership in PAL or center clubs. What keeps the club together?

3. Invite the school G.O. representative or officer to visit the class and describe the working of his organization. In discussion, have the students organize their thoughts around such headings as the need for representative government, the power the citizen has in voting, how and why authority is divided. Compare to similar elements in our city government.

4. Preceding the lesson on the Constitution, it is advisable to do vocabulary work on key or difficult words: legislature, judicial, executive, evident, preserve, amendment, etc. In the spirit of a game, students may construct meaningful paragraphs, using as many of these words as possible. Usually, the students express ideas that are helpful in understanding the terms and the fundamental qualities incorporated in the Constitution. The students also are made aware of this upon reading brief treatments such as: *Good Citizen*. American Heritage Foundation, New York. 1956.

5. What does a slogan or motto mean? Give an example. Elaborate on its meaning. ("If at first you don't succeed, try, try again." "Patience and Perseverance.") What would be a good motto for the Constitution? Place these ideas on the board. Then have student read Preamble. How many of these ideas did we get? Which are missing?

6. Examine the Preamble carefully. Which word or group of words do you consider the most important for democratic government? Have the students come, in turn, to the board to defend their choice. Read the Preamble omitting the word or group of words regarded as most important to test the choice. This acts as a good review and offers the students opportunities for spirited oral expression.

7. Students examine today's newspaper. For each section head in "Basic principles of our national government" or the "Bill of Rights," find an appropriate clipping, e.g., trial by jury.

8. What does FBI stand for? What is the necessity for a *federal* police force when we have local police? Have student show the class his Social Security card. Why don't the states handle such activities? What is the meaning of the *United* States? (On board, draw map of the U.S. with belt around it.)

   Have student committees examine telephone book under U.S. listing to find other activities of the national government.

9. In developing the idea of representative government for law-making, build a lesson around the school government. Why is it not practical for all of us to meet and make laws? Build up a chart on school representation from class governor and up. Place next to it a map of the U.S. and show transfer in representation.

10. Show illustrations of Borglum's Mount Rushmore Monument. Why was all this effort and sacrifice made in carving out these great figures? Does the President have much power? Read the sections on the Constitution which give the answer.

    Listen to the next TV news report which will cover the President's press conference (Station .... on .... at ....) and be prepared to tell the class how the President exercises leadership; and how the press conference shows democratic government.

    This lesson stresses factors of appreciation for dedication, service, and leadership.

11. Plan with the students for a visit to one of the courts. Look for the democratic features. Discussion on return to the classroom.

12. The class as a committee, writes to our Senator on a current legislative issue which affects them, e.g., military service. Discuss points to be stressed, how and where to address the letter, etc. The answer to the letter is discussed in a later lesson and is also submitted to the school newspaper.

13. Use school placard—"In memoriam—former students who died on the field of battle." This was high appreciation value for responsibilities as citizens. Whose war were they fighting? What is a fitting memorial to them?

14. In what specific way do your clubs and centers help the community? What part did you play? (Help to needy on holidays, clean-up programs, cutting down on delinquency.) Students plan a membership campaign for community youth clubs and centers. The poster suggestions—format and text—are offered to the directors of the centers.

TEACHING MATERIALS AND PLANS

Topic: WHY VOTING IS VITAL TO DEMOCRACY Plan/Worksheet A

This lesson and the one which follows rely upon cartoons to introduce and develop concepts of democratic government. A lesson on a similar topic is found in OUR AMERICAN HERITAGE (What Does An Election Mean in a Dictatorship?) but uses reading as a center of student activity.

In the development phase of the lesson, the column to the right represents cores of organized information for note taking as a result of discussion on questions presented in order in the column to the left.

Aims

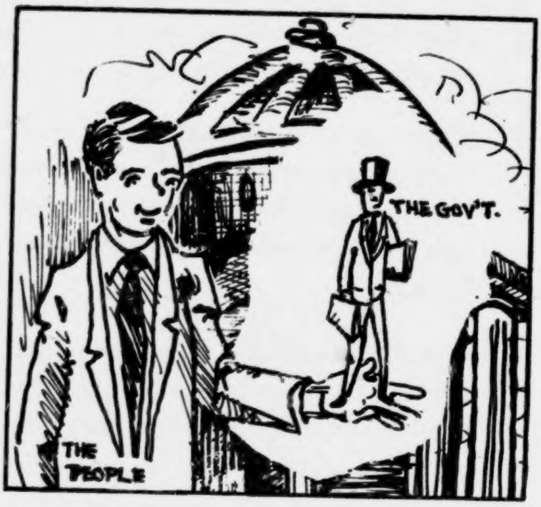
1. To understand why voting is vital to democracy.
2. To appreciate the value of living in a democracy.

Illustrative Aids

1. Poster cartoons on Democracy.
2. Sample election ballot and "No Electioneering" signs.
3. Graph on voting percentages in the United States.

Motivation

On a larger poster or on the blackboard, have the cartoon at the right presented to the students for examination.



DEMOCRACY

Development

1. Study the above cartoon carefully. Explain the differences in size of the figures.	1. The People Rule: How They Exercise Their Control. a. Voting.

a. According to this cartoon, which figure is more important? Why? Do you agree? b. How do people control the government?	b. Expressing public opinion in debates and letters. c. Lawmaking bodies expressing their will through their representatives.
2. How would you change the above cartoon to show dictatorship?	2. How Dictatorship Exercises Control. a. Censorship. b. Secret trials. c. Denial of political liberties.
3. In some countries under dictatorship, voting takes place. Are these elections democratic?	3. Why Voting Under Controlled Governments Is Undemocratic. a. Public, open voting. b. One candidate; or picked, limited choices. c. Ballot box manipulation. d. Counting manipulation.
4. Students relate experiences in club voting.	4. What Makes Voting In My Club Democratic? a. b. c.
5. A recent cartoon showed Uncle Sam reading a statistic and looking very worried. (Only 51% of the eligible electorate in the U.S. voted in the last presidential election.) a. Does Uncle Sam have reason to be worried? b. Conduct a class election on a school issue and have 51% participate in voting. Reaction?	

Application

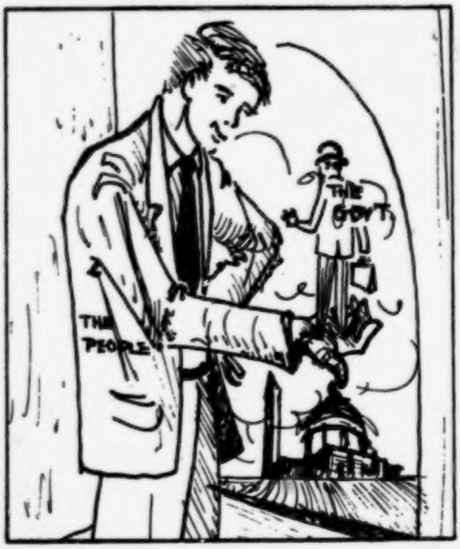
1. Prepare copy for two posters both headed—Voting Is Everybody's Business. One poster begins with "Don't complain about bad times . . ." Another poster: "Who says my vote doesn't count! . . ." Students complete the text for the posters and also suggest appropriate illustrations.

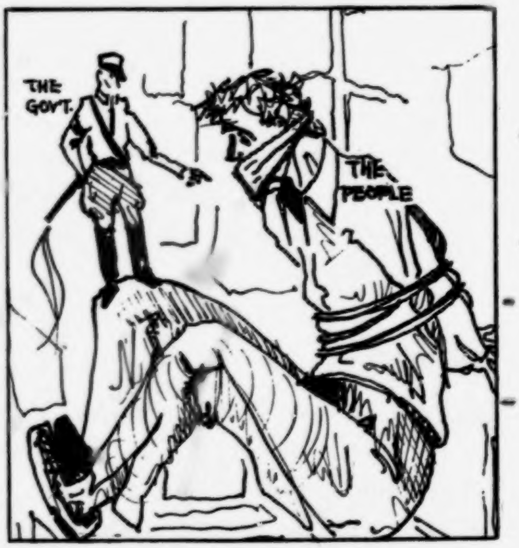
2. Debate: Resolved that laws be passed to enforce voting.
3. Election campaign in class on coming election.
4. Do you think the following press report will influence certain citizens to vote? Give your reasons.

> DETERMINED TO VOTE
>
> Cincinnati, Sept. 29 (AP)—A 25-year-old polio victim, helpless in an iron lung and only able to make his mark by holding a pen in his teeth, was registered yesterday to vote in the 1960 election. Elchanan Bronstein was stricken with polio in July shortly after he had returned home from Harvard University.
>
> Recently he mentioned to his family that he was not registered and wanted to vote. Bronstein made his mark for a signature by holding the pen in his mouth.
>
> New York Post 9/30/60

Topic: DICTATORSHIP vs. DEMOCRACY **Plan/Worksheet B**

There may be difficulty in developing the differences between living in Russia and living in the U.S. when students have little background information. In such cases, it is advisable to make use of student expressions such as will be found in the Herald Tribune Student Forums, which give sharp comment by foreign students on different governmental systems especially as they affect the adolescent. However, many of the fundamental differences will be found through motivating with cartoons.





Motivation

Students arrive at a definition of dictatorship by studying two cartoons: one in which a large figure (The People) is holding a miniature figure (The Government) in his hand; the large figure (The People) is bound in a sitting position with the miniature figure standing on the knee of the immobile person, hand on hips and pointing in a commanding way (Hitler-like) at "The People." Who has more power in the first cartoon? The second cartoon? The size of "The Government" is the same in both cartoons but "The People" occupy a different position. Why? Students confirm their definition of dictatorship by consulting the dictionary.

Development

1. Show how dictatorship operates in Russia for a boy of your age. Compare with the U.S.

	Russia	United States
a. Schooling		
b. Work		
c. Elections		
d. Day-to-day activities (Emphasize freedoms.)		

2. The newspaper headline today is:

Soviet Government Has A Shakeup:
Unexplained, A Mystery.

Khrushchev Still In Command; Kozler, Whom Many
Thought Might Some Day Succeed Khrushchev, Transferred.

Anti-Party Group Hinted.

Why could this not happen in America?

a. Our constitutional safeguards against one-man control.
b. Our press is free.

3. Have students print—Voting Makes the Difference—underneath the cartoons used in motivation. How does voting make the difference?

Application

1. Distribute newspapers to the class. The assignment: find items pointing up instances of dictatorship or democracy. After discussion, the pupils list the best examples in their notebooks.

2. If you were in charge of arranging a schedule of visits for a Russian adolescent, what places would you select? Why?

Topic: FORMING A MORE PERFECT UNION Plan/Worksheet C

In this lesson, students are provided with simplified American History texts and copies of the United States Constitution, in addition to this worksheet. The basic ideas on the necessity for a more perfect union and how the Constitution serves as a binding agent are obtained from a study of the three illustrations. These are then verified by the students through their research.

Refer to illustrations on next page.

Aims

1. To understand why it was necessary to have a stronger federal government take the place of the "League of Friendship."
2. To study the Constitution for examples of a "more perfect union."
3. To gain skill in interpreting cartoons and utilizing simple research sources.

Motivation

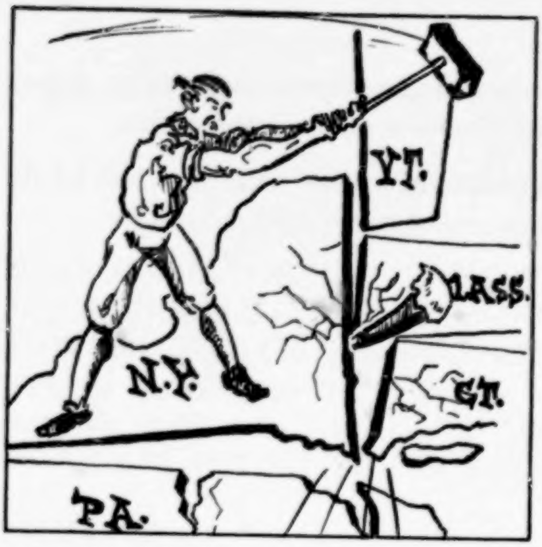
To gain insight into the idea of people and groups organizing into some community unit, discuss with the students the meaning of the word, *league*. What does league mean in baseball? in basketball? Who sets the rules? Who enforces them? Students will offer such words as *together, union, club, membership.* Write these words on the blackboard.

Procedure

Problem presented to the students: Before the Constitution was adopted, the 13 states had a *league of friendship* under the Articles of Confederation. Was this a strong league? Did they act together? Does the illustration give you a hint? Where else could we get information? (Students learn how to use text and source material—index, chapter headings, topic headings, other illustrations—to find the information.)

The class is divided into 3 committees, each committee taking one major question for study. The motivations for each question are discussed in advance by the entire class. The information is pooled to complete the worksheets.

Word Study: confederate, legislate, amend, executive



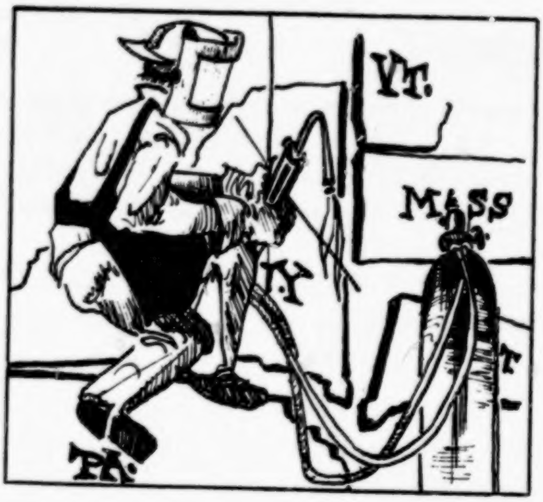
1. Give two examples to show how the 13 states were not *united* under the "League of Friendship" of the Articles of Confederation.

   a. .... b. ....

2. How were the 13 states welded into a *more perfect union* by the constitution?

   Powers of the Federal Government

   a. .... d. ....
   b. .... e. ....
   c. .... f. ....



3. a. The seat of the Federal Government is ....

   b. The Supreme Court is the .... branch.

   c. Congress is made up of .... and ....

   d. The two U.S. Senators from N. Y. State are .... and ....

   e. The Cabinet belongs to the .... branch.

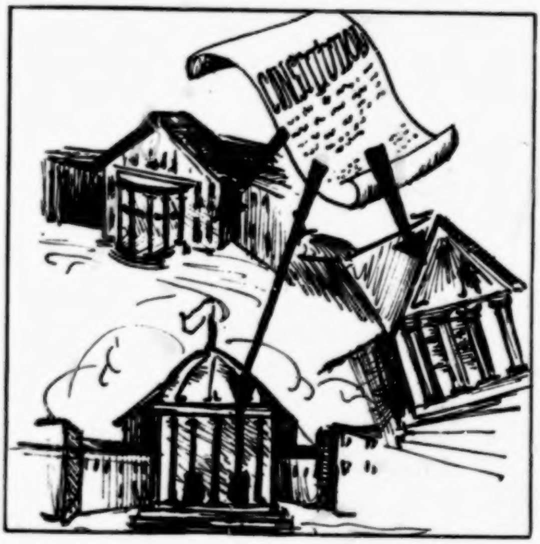
   f. Treaties are made by the .... with the advice and consent of the ....

   g. .... is Commander-in-Chief of the Army and Navy.

   h. The Secretary of .... handles our relations with other governments.

   i. There are .... Amendments to the Constitution.

   j. Paste in your notebook a clipping or photo from today's newspaper showing the work of a particular branch of the government.



Application

1. Student recites pledge of allegiance and class listens carefully to suggest the word which, to them, shows the idea of a *more perfect union.*
2. The Preamble is copied into notebooks. What now takes the place of the *League of Friendship?* Discuss meaning of underlined words.

"WE, THE PEOPLE OF THE UNITED STATES, IN ORDER TO FORM A MORE PERFECT UNION, ESTABLISH JUSTICE, INSURE DOMESTIC TRANQUILITY, PROVIDE FOR THE COMMON DEFENSE, PROMOTE THE GENERAL WELFARE, AND SECURE THE BLESSINGS OF LIBERTY TO OURSELVES AND OUR POSTERITY, DO ORDAIN AND ESTABLISH THIS CONSTITUTION FOR THE UNITED STATES OF AMERICA."

PREAMBLE

INSTRUCTIONAL FILMS AND FILMSTRIPS

The films and filmstrips listed below have been approved by the Board of Education. The films are available from the BAVI Central Loan Collection or from local film centers. For annotations and more details, see *Instructional Films and Tapes,* Curriculum Bulletin No. 14, 1958-59 Series; and 1959 *List of Approved Filmstrips and Supplements.*

The numbered topics in column 1 correspond with those in the *content section of this unit* for which the film or filmstrip is appropriate.

Films

CONTENT TOPIC (and *Film Title*)	PRODUCER	RUNNING TIME (*Minutes*)
1. Why we need government.		
Due Process of Law Denied	T.F.C.	29
Law and Social Controls	Coronet	11
Community Governments: How They Function	Coronet	13
2. Why we need a Constitution.		
Constitution of the U.S., The	E.B.	22
3. Examining the Constitution.		
Bill of Rights of the U.S., The	E.B.	20
Our Living Constitution	Coronet	11
4. The basic principles of our national Government.		
Defining Democracy	E.B.	18
Tuesday in November	United World	22

5. The lawmaking body, Congress.		
Power of Congress, The	Coronet	11
How We Elect Our Representatives	Coronet	11
Congress, The	E.B.	20
6. The Executive branch.		
Presidency, The	McGraw-Hill	10
7. How the courts protect us.		
Basic Court Procedures	Coronet	15
Justice Under Law	T.F.C.	30
Supreme Court, The	Coronet	11
8. How a bill becomes a law.		
Pressure Groups	E.B.	22
10. What our responsibilities are as citizens.		
America, the Beautiful	T.F.C.	20
Are You a Good Citizen?	E.B.	20
The Nation to Defend	Coronet	11
Developing Leadership	Coronet	11
Discussion in Democracy	Coronet	11
Public Opinion in a Democracy	Coronet	10
Ticket to Freedom	Ford Motor	20
Why We Respect the Law	Coronet	14

Filmstrips

CONTENT TOPIC (and *Filmstrip Title*)	VENDOR	ITEM NO.
4. The basic principles of our national government.		
The New Administration in Washington	N. Y. Times—Oct. 1960	
Problems and Policies of the New Government	McGraw-Hill	43405.1
Your Federal Government	McGraw-Hill	63800.1
5. The lawmaking body, Congress.		
The Legislative Branch	McGraw-Hill	63800.11
6. The Executive branch.		
How We Elect Our President	McGraw-Hill	47690
The Executive Branch	McGraw-Hill	63800.14
Electing a President	N. Y. Times—1959-60 Series	
7. How the courts protect us.		
The Federal Judiciary	Bowmar, Stanley	51830.13
The Judicial Branch	McGraw-Hill	63800.12
8. How a bill becomes a law.		
How a Bill Becomes a Law	McGraw-Hill	63800.15

Unit VII

YOUR FAMILY MEMBERSHIP

Many of the problems which have a serious impact on the educational growth and attitudes of potential early school-leavers arise from misunderstandings and inadequacies in the home environment. Group guidance sessions which study problems common to the group, without personal references, are effective in building wholesome changes and are very often followed up by the students in individual conferences with the teacher-coordinator. The effort in this unit is not to cover all the topics connected with family membership but to concentrate on the most pressing experience.

Objectives

1. To understand the elements of good family life.
2. To gain a better understanding of themselves and others in family living.
3. To develop an understanding of what is needed to build a satisfactory family life.

Content

1. What are families for?
   a. Feeling of belonging.
   b. Providing needs and wants.

2. How do you make yourself a part of a happy family?
   a. Learning how to give and take.
   b. Compromising.
   c. Discussing problems.
   d. Sharing responsibilities.
   e. Facing a problem.
   f. Extending encouragement to members who need it.
   g. Respecting others.

3. What are some important family problems?
   a. Financial.
   b. Medical.
   c. Emotional.
   d. Are you willing to take responsibilities?

   e. Do you give up readily?
   f. Are you ready to share?

5. How are you and your family a part of the community?
   a. Getting along with others.
   b. Helping to improve the community.

6. Where do you get extra help on family and personal problems?
   a. Community agencies (social service agency, religious centers).
   b. School guidance department.
   c. Social workers.
   d. Family doctor.

Suggested Approaches and Practices

1. Present typical problems in the form of case studies.
   a. "I work hard on my part-time job making $20 a week. I want all this for myself. Why should I give any to my parents?"
   b. "There's nothing wrong in staying out late tonight, 1 or 1:30 a.m. It's only once a week. I'm letting you know now, dad. Good night."
   c. "I'm old enough to take care of myself. I'm over 15. You may be my older brother but you're not telling me what to do!"
   d. "When John does his share of the housework, I'll do mine. Not before. I won't discuss it anymore!"

   Students discuss what is wrong with each attitude, what advice they would give to help resolve the problem, and what additional important information is lacking in a, b, c, or d.

2. Enact scene in classroom to show how a closely knit family operates. Participants: parents, older brother, John. Problem: John wants to give up his present job as clerk and take a job closer to home. Point out the essentials of seeking advice, sharing ideas and information, democratic discussion, willingness to give full consideration to advice rendered, and acceptance of responsibility in making a decision. Students will keep these in mind for purposes of evaluating the presentation.

3. "If we had as much money as the Johnson family, our family would be happy too."
   a. Does this always follow?
   b. Does a happy family mean a family without problems?

4. How does the government show its interest in trying to make families happy in:

   a. Housing? b. Health? c. Welfare?

   Students refer to facilities in the section and relate their experiences.

5. Use current events as reported in newspapers to give meaning to ideas developed on family membership. An example is "Soviet Boy, Homeless 16 Years, Gets To Know His Parents Here." (See Plan D)

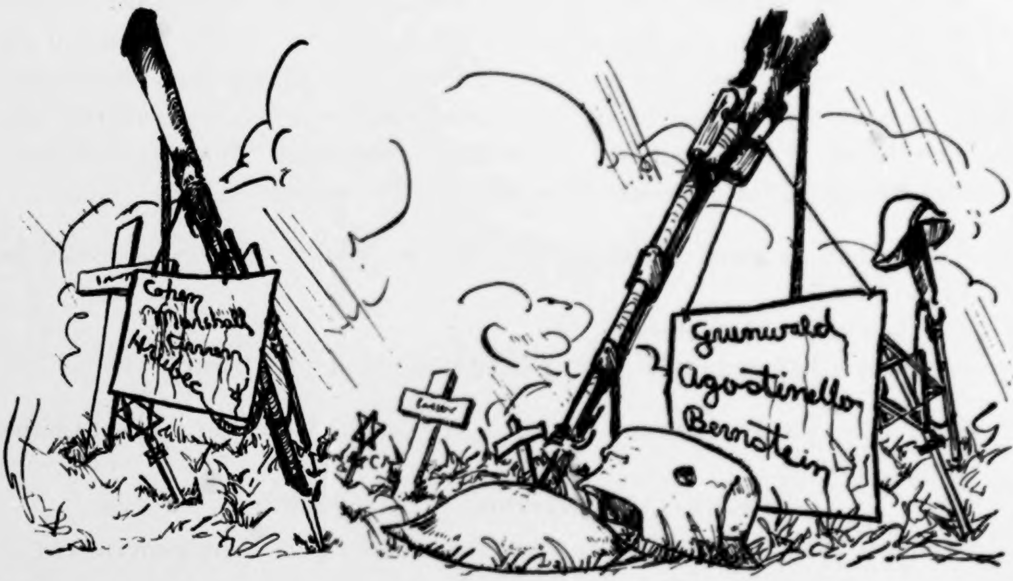
6. Students evaluate the following reading selection:

"Here's the Way I Feel About It"

> ". . . now I know why when I was going to school a bunch of guys threw rocks at me and called me names. That was wrong! . . . Names can hurt. They can hurt you even more than sticks and stones.
>
> ". . . Take a brain from any man's head and no one can tell you positively from what race that brain came. Because every race produces men with big brains and geniuses, men with small brains, smart men, and fools; strong men and weak men. All human beings, from whatever race, have exactly 27 bones in their hands and 26 bones in their feet. The lungs, the liver, and other parts of all human beings are exactly alike.
>
> ". . . It's up to all of us to lay aside our unfounded hatreds and make the most of this wonderful country . . ."
>
> Frank Sinatra in *This Way To Unity*

   a. Consider the subjects you are studying: Science, Mathematics, English, History. How can they help to do away with feelings of hatred?

THEY DIED TOGETHER . . . SO THAT WE MAY LIVE TOGETHER



7. "I just can't seem to make friends," George complained. List 4 questions you would ask George in an effort to find out why he can't make friends.

8. Examine today's newspaper for pictures of local areas which need improvement.
   a. What improvement is needed?
   b. Does your section have this problem?

9. "I like to think of our country as one home in which the interests of each member are bound up with the happiness of all. We ought to know . . . that the welfare of your family or mine cannot be bought at the sacrifice of our neighbor's family; that our well-being depends on the well-being of our neighbors."

   F. D. Roosevelt

   If you had to set up a series of pictures or drawings on a poster to show the meaning of this statement, what pictures or drawings would you look for? Are there any sections in the U.S. where this statement is not applied in practice?

10. An employer of a large firm said: "It doesn't take me long to spot the fellow who is going to succeed on the job and outside of the job. In one day, I can tell his personality."

    Is it possible to learn about a person in so short a time? How could the employer tell how well the young man will do outside of his job?

    What are some of the things he could have noticed?
    a. Good grooming.
    b. Good manners.
    c. Application to work at hand.
    d. Cheerfulness.
    e. Willingness to accept advice.

TEACHING MATERIALS AND PLANS

Topic: TEAMWORK AND COOPERATION Plan/Worksheet A

At least 2 periods should be devoted to this lesson which lends itself to full class participation in discussion and includes an appropriate reading selection. The main function of the teacher here, in addition to motivating and encouraging discussion, is in directing and aiding students in organizing their thoughts. Note-taking—especially the chart—should follow.

Aims

1. To impress students with the importance of teamwork and cooperation in every facet of living.
2. To relate current events to the theme.
3. To show how school training and record are helpful.

Materials

1. "Students' Record: Report to Employers" form. This form was developed with the cooperation of the Commerce and Industry Association of New York and is in use in hiring applicants from New York City public schools.
2. Cumulative record card of a graduate who is now doing well. Section — "Teachers Estimate" is read to class. For example, in this lesson the record of G. Pignitano (Major League baseball star) of Westinghouse Vocational and Technical High School was used.
3. Newspaper report on sports activities relating to theme.

Motivation

Motivate the lesson with these challenging thoughts:

1. The New York Herald Tribune (3/24/60) reported on an outstanding basketball game played by Boys' High School. In explaining why the game was unusual, the reporter gave some important statistics. "Their captain averaged 25.2 points per game, close to 20 rebounds and *passed off for almost as many baskets as he scored.*" What does "passed off" mean? Why should it be as important as points scored?
2. In the Spring baseball training there are a number of players who do well when called upon to bat, to field, and to run bases. They're not afraid to play. They love baseball, but put them into a game and they can't make the grade. What's the trouble?

Word Study: solo, performer, amateur, audition, vacuum.

Development

1. What is the meaning of cooperation and teamwork? (Use phrases offered by students.)

   Giving advice
   Working together
   Helping out when in need
   Sharing information
   Encouraging

2. Organize a chart to show how cooperation and teamwork are carried out in the following areas:

	School Shop	Home	Work	Armed Services
a.	....	....	....	....
b.	....	....	....	....
c.	....	....	....	....

3. Examine the employment form carefully. Find the places where ratings are given for cooperation and teamwork. Why do they belong on an employment form?

Application

1. Reading exercise, "From Quartet to Solo," (reproduced in this section).
2. Examine today's newspaper to find other items to show the importance of teamwork and cooperation.

FROM QUARTET TO SOLO

(Adapted from Practical English — 3/9/60)

Andy Williams is high on the list of television's up-and-coming stars.

Andy's start in the entertainment field was a family affair. Andy's father, an amateur musician, trained his four sons to sing for their church in Wall Take, Iowa. Having achieved local fame, Andy recalls, "We finally decided we were too good to stay home." The boys auditioned for radio station WHO in Des Moines and were hired. Andy made his start when he was eight years old.

In 1953, when his brothers gave up their group, Andy started out on his own as a solo performer. While he was in New York trying to market his first song, he landed a place on the Steve Allen Show — and stayed on as a regular performer for two and a half years.

Later on, Andy was on the Chevy Show and one hour TV specials. Andy believes he owes his success as an entertainer to learning, first of all, to be part of a team. In working closely with others, it's important to know how to give and take, to cooperate. You never work in a vacuum, even if you're a solo performer. According to Andy, if you can work well with other people, any job is more successful all the way around.

Like Andy Williams, you may appear to be a solo performer, but actually there are many hidden teams in your life: your family, your club, your class committee. How about it? Are you helping or hindering your team? It's important to develop your own abilities — but it's just as important that you are able to use these abilities with other people. If you can do it, you'll always be a valuable member of any team.

a. According to Andy, is anyone ever a "solo" performer?
b. Why is this titled, "From Quartet to Solo?" Can you suggest another title?

Topic: HOW TO SECURE HELP FOR THOSE WHO NEED IT

Plan/Worksheet B

This lesson makes use of simple research skills to obtain important information. It also aims to develop an appreciation for the many public and private agencies devoted to helping the needy. One of the problems is studied with the class, making use of the research materials. Students then continue individual work with the other problems. Center lesson around a series of problems.

Problems

1. You are walking in the park with a friend. He stumbles and hurts his foot so badly that he cannot walk. What do you do?
2. Your younger sister or brother would like to go to a summer camp. How can you help?
3. You applied for a job which you did not get. You feel sure you did not get the job because the employer did not like your religion . . . or color. Is there anything you can do?
4. You want to get a doctor at once. Would you call an ambulance?
5. Your neighbor does not have full power in his hands. Yet, he would like to get a job. What can he do?
6. The rent in your apartment has been increased. You don't think it is fair or allowed by law. What would you advise your parents?
7. You are being sued by someone who claims you owe him money. You would like to have a lawyer but cannot afford it. Where would you go?
8. A neighbor is so worried about problems at home that he cannot continue to work. He is very sad and has stopped speaking to people. What can the family do?

Research Materials

Students will have copies of the following:

1. "How to Secure Help for Those Who Need It" (Guide issued by Community Council of Greater New York)
2. Telephone directories to draw up a handy chart — "Important information for my home: name of agency, address, phone number."

Discussion

1. Why is speed and the right approach important in all these cases?

2. Have you ever experienced a problem similar to those presented? Tell the class about it and explain how you solved it.

Follow-Up

Use a film describing the work of one of the agencies discussed, e.g., Travelers' Aid Society, Tuberculosis Association. These films are available on loan.

Topic: OVERCOMING HANDICAPS Plan/Worksheet C

Although many students are familiar with such names as Dr. Dooley and Dr. Salk, they have little appreciation of the character traits which made for their development and fame. Very few have given thought to possible applications to their own lives. The approach here is through a newspaper item which offers excellent areas for discussion.

Motivation

Elicit from students names of famous men in the field of medicine. Why do they have a right to fame?

Has anyone heard of Dr. Grant E. Ward? (Distribute copies of clipping.) Read this newspaper item about Dr. Ward and see if you think he should be remembered.

Word Study: countless, handicap, tumor, perseverance, adjustment, delicate.

> EXPERT WHO SAVED MANY FROM CANCER IS DEAD OF IT
> (Adapted from N. Y. Herald Tribune — 2/17/60)
>
> Baltimore, February 16 (AP) — Dr. Grant B. Ward, sixty-one, cancer expert of Johns Hopkins University, died today of the same disease from which he had saved countless patients.
>
> Dr. Ward overcame a tremendous handicap to continue his career after developing a tumor on the spinal cord of his neck in 1942. The tumor was non-cancerous but its removal cut a nerve and deprived him of the power to raise his right hand and to bend his elbow.
>
> Although he could still use the fingers and forearm muscles of his right arm, Dr. Ward's career as a surgeon appeared ended. But with the help of experts in appliances, together with his own perseverance, Dr. Ward made a steel and leather harness equipped with springs to perform actions on his useless muscle.
>
> To win over his handicaps, Dr. Ward developed certain special skills with his left hand. He asked for no special adjustments in

the operating room, except that the table be raised to a higher level. The internationally known expert on head and neck tumors continued performing very difficult and delicate operations. He also continued his interest in swimming, gardening and moter travel.

Discussion

1. Do you think Dr. Ward deserves to be remembered?
   Saved countless lives.
   Overcame handicaps.
2. What was so remarkable about his continuing as a surgeon?
3. In what way can Dr. Grant be compared to Roy Campanella?
4. Do you think his hobbies helped him?
5. What lesson can younger people learn from Dr. Ward?
6. Suggest another heading for this newspaper clipping.

Topic: WHAT DOES A FAMILY MEAN? Plan/Worksheet D

This lesson is also very useful for the unit dealing with the American Heritage in that it discusses how a dictatorship operates to destroy liberties. The motivation is directed not only to arousing feelings of sympathy, but also to building an understanding of the importance of the family unit.

Motivation

Have you ever been lost? What were your feelings? Is it possible to imagine what it is like to be homeless 16 years?

Word Study: combined, pleading, migrate, invade, reveal.

Reading

SOVIET BOY, HOMELESS 16 YEARS, GETS TO KNOW HIS PARENTS HERE

(Adapted from N. Y. Times, 4/24/60)

Eighteen-year-old Yuri Koral, until last Wednesday night an ordinary Soviet citizen, is living a dream come true here this weekend. But it took the combined pleadings of Vice President Nixon and Adlai E. Stevenson to produce what Yuri and the parents he had not seen in sixteen years consider something of a miracle.

In 1941 Yuri was born in the city of Ivanova, near Moscow, to Mr. and Mrs. Rubin Koral, Polish Jews who had fled their home when

Hitler's army invaded Poland. He was still a baby when Soviet secret police arrested his parents and sent them separately to slave labor camps in Siberia and Arctic Russia.

When they were released separately after World War II and sent back to Poland in sealed trains, neither knew whether the other, or Yuri, was still alive.

The parents migrated separately to Israel where they met again, reestablished family life, and began to try and find him.

They went to Germany for a time, hoping it would be easier to find Yuri from there. Then they came to this country where Mr. Koral, a tailor, got a job with a clothing concern.

Meanwhile, Yuri had been sent to an orphan asylum where he was raised. After eight years of elementary schooling, he was sent to a vocational school to be trained as a locksmith.

At the same time, the director of the orphanage first revealed to the 14-year-old boy that he was a Jew, though Yuri had, and still has, little idea of what being one means.

The director knew because Mr. and Mrs. Koral had learned from Ivanova friends where Yuri was and had begun writing him. Yuri's parents appealed without success to the Soviet to return him to them.

Vice President Nixon and Mr. Stevenson came to the Korals' aid as a result of efforts by their New York lawyer, Marshall MacDuffie. Yuri became one of 200 similar cases that Mr. MacDuffie was pressing the Soviet to solve.

Discussion

1. How does this article show the importance of the family?
2. Why should Mr. Stevenson and former Vice President Nixon have shown so much interest in Yuri?
3. What problems face Yuri?
4. If Yuri were to attend this school, what preparations would you suggest the school or class make to receive him?

Topic: HOW TO GET ALONG WITH OTHERS Plan/Worksheet E

Motivation

Write the following topic sentence on the blackboard: "November, 1945, an explosion trapped nine miners in a Kentucky coal mine."

What dangers faced these men? Would there be need of a leader?
Were you, as part of a group, ever faced with a very dangerous situation? How did you react?

Word Study: barricade, conserve, ration, qualify, hospitality, pioneer.

Reading

In November, 1945, an explosion trapped nine miners in a Kentucky coal mine. One of the men, Bud Townes, had special knowledge and experience to fight the spreading gas and fire. He took charge and after much work, the miners barricaded themselves in a side room and sealed it. No man shirked his appointed task; the stronger helped the weaker. The water and food were rationed, and to conserve the supply of oxygen, Townes had the others lie flat on their backs. They hoped and prayed. Some time later they were all rescued — alive.

Bud Townes was proclaimed a hero, but he said: "It was teamwork that saved us, the same teamwork we have when we are not in danger." Bud Townes happened to be a Negro, but no one asked him about his color as a qualification for employment or for living in the Kentucky community. They were all interested in getting along, and they found that team work was the way of doing it.

This same type of teamwork was shown by the early American pioneers. In 1781, a Frenchman traveling through Connecticut asked himself how it was possible to set up new settlements so quickly. His conclusion was "that in America a man is never alone. The neighbors, for they are everywhere to be found, make it a point of hospitality to aid the new farmer."

Our country was built on faith in the people — people who came from every stock — English, Scotch, Irish, French, Dutch, Germans, Swedes, and all religions. The meaning of democracy to them was teamwork — the same teamwork and tradition for which Colin Kelly, Meyer Levin, Dorie Miller, and others gave their lives. How to get along with others? Teamwork. Practice it.

Understanding the Incident

1. Why was it necessary to seal the room?
2. Why was Bud Townes a hero?
3. Did Bud Townes save them? Explain your position.
4. Can you say the following about your neighborhood? "In my neighborhood a man is never alone. The neighbors make it a point to help out."
5. "Our country was built on faith in the people — people who came from

every stock — English, Scotch, Irish, French, Dutch, Germans, Swedes, and all religions." Can you prove this statement by studying our class?

Research

Class committees visit library to get information on Colin Kelly, Meyer Levin, Dorie Miller. How did they show teamwork?

Topic: LIFE ON THE MIDDLE BORDER

Plan/Worksheet F

This is a good example of a brief, pointed reading selection adapted from a book which can be used to motivate extended discussion and, in some cases, develop a curiosity and taste for continued reading. It is well to have a copy of the book handy for examination by the students.

Reading

DO YOU THINK YOU "HAVE IT TOUGH"?

Life on the Middle Border (Adapted from *A Son of the Middle Border*, Hamlin Garland; Macmillan Co.)

> Winter mornings were most difficult. . . . It required a stern command to get us out of bed before daylight, in a room warmed only by the stovepipe, and draw on icy socks and frosty boots and go to the milking of cows. But our evenings were more cheerful. My sister, Hattie, was able to play a few simple tunes on the melodeon and friends came in to sing. . . . We took long walks to visit our boy friends or to borrow something to read. I was always on the trail of a book.

Discussion

1. What advantages do you have today over the "son of the middle border"?
2. Give two reasons for the changes which have taken place.
3. How did he spend his leisure time? Was it worth while? Entertaining? Compare it with the way you spend your leisure time.

INSTRUCTIONAL FILMS AND FILMSTRIPS

The films and filmstrips listed in this section have been approved by the Board of Education. The films are available from the BAVI Central Loan Collection or from local film centers. For annotations and more details, see *Instructional Films and Tapes,* Curriculum Bulletin No. 14, 1958-59 Series; and 1959 *List of Approved Filmstrips and Supplements.*

The numbered topics in column 1 correspond with those in the *content section of this unit* for which the film or filmstrip is appropriate.

Films

CONTENT TOPIC (and *Filmstrip Title*)	PRODUCER	RUNNING TIME (*Minutes*)
1. What are families for?		
Friendship Begins at Home	Coronet	20
2. How do you make yourself a part of a happy family?		
Attitudes and Health	Coronet	11
Getting Along with Parents	E.B.	14
Griper, The	Young America	12
Mental Health: Keeping Mentally Fit	E.B.	12
Obligations	E.B.	18
Personality and Emotions	E.B.	13
3. What are some important family problems?		
Sharing Work at Home	Coronet	11
You and Your Family	Association Films	11
4. Are you grown up?		
Act Your Age	Coronet	12
Getting Ready Emotionally (For Service)	Coronet	11
Captains Courageous	T.F.C.	12
Developing Friendships	Coronet	10
Don't Get Angry	E.B.	12
Effective Criticism	Coronet	11
Feeling Left Out	Coronet	13
How to Say No	Coronet	11
Planning for Success	Coronet	11
Understanding Your Emotions	Coronet	14
5. How are you and your family a part of the community?		
Are You a Good Citizen?	E.B.	11
Belonging to the Group	E.B.	14
Brotherhood of Man	Brandon	11
Building Better Citizens	N. Y. Mirror	
Developing Leadership	Coronet	11
Developing Your Character	Coronet	11
Everyday Courtesy	Coronet	11
It's Up to You	Dr. Rosa Jordan	11
Make Way for Youth	Association Films	22

Filmstrips

Content Topic (and *Film Title*)	Vendor	Item No.
1. What are families for?		
Parents Are People, Too	McGraw-Hill	21800.31
Family Portrait	McGraw-Hill	22460.1
Future in Hand	McGraw-Hill	22460.11
The Family: A Changing Pattern	N. Y. Journal-American	
2. How do you make yourself a part of a happy family?		
Politeness Is for You	McGraw-Hill	21390.11
Yours for the Best	McGraw-Hill	21390.15
Home Ground	McGraw-Hill	21620.1
Personal Relationship	McGraw-Hill	21680.11
Your Family and You	Jam Handy	21790.14
Understanding Myself	McGraw-Hill	21800.13
4. Are you grown up?		
Popularity Comes to You	McGraw-Hill	21390.12
Stepping Out	McGraw-Hill	21620.13
Developing Social Maturity	McGraw-Hill	21620.32
Public Appearance	McGraw-Hill	21620.34
Your Feelings	Jam Handy	21790.15
How Can I Understand Other People?	McGraw-Hill	21800.14
5. How are you and your family a part of the community?		
As Others See You	McGraw-Hill	21620.12
Crime: Everybody's Problem	N. Y. Journal-American	
To Have a Neighbor, Be a Neighbor	McGraw-Hill	21800.32

Unit VIII

YOUR USE OF LEISURE TIME

Employment, for early school-leavers, is an opportunity to gain status and the material means to cover expenditures for expanding needs and wants. For many, the work will be along repetitive, routinized lines, and they will seek outlets for more interesting and exciting ways of spending their money and time. For those who are not at work, more and more time is spent away from the home in club and community activities. The proper use of leisure time becomes a matter of direction, and the stress here is on the wise use of not only individual resources, but also community resources for successful group membership and the development of wholesome interests.

Objectives

1. To help pupils plan for self-improvement as well as pleasure.
2. To introduce them to activities which may develop into worth-while hobbies and interests.
3. To teach them to discriminate between valuable and useless or dangerous ways of spending their leisure time.
4. To break any present habits of negative use of time.
5. To appreciate the many facilities our city offers for leisure time activities.
6. To emphasize the importance of positive factors in community living.

Content

1. Why was there very little problem of leisure time 100 years ago?
   a. Expenditure of physical labor was very demanding.
   b. Extended workday and workweek.
   c. Activities centered about family unit with a minimum of organized recreation enterprises.
2. How well do you know your city?
   a. Parks. b. Beaches. c. Museums. d. Airports.
   e. Other important and interesting buildings and places.
      1) United Nations.
      2) Coliseum.
      3) Madison Square Garden.
      4) Empire State.
      5) Radio City.
      6) Statue of Liberty.
      7) Chinatown.

3. How well do you know your community?
    a. Centers.
    b. Churches and synagogues.
    c. Clubs.
    d. Important people living there.
    e. Your neighbors.
    f. Unusual buildings or industries.
    g. Libraries.
4. Do you have any hobbies?
    a. Where do you learn to develop hobbies?
    b. Do all hobbies require large expenditures of money?
    c. How can the library help you?
5. What opportunities do you have to enjoy sports and recreation?
    a. Why is it better to participate rather than watch?
    b. How does school provide opportunities for you?
    c. How does your community provide opportunities?
    d. Do you have to be an outstanding player to enjoy sports and recreation?
6. How well do you make use of radio, TV, and movies?
    a. How do you select your programs?
    b. Should parents have a right to share in the selection of programs or place a time limit?
    c. Could TV programs stand improvement? Where?
7. Are you a member of your community?
    a. Club membership.
    b. Use of community facilities.
    c. Help in its improvement.
8. How can the proper use of leisure time prevent delinquency?
    a. Keeping oneself busy instead of "hanging out."
    b. Taking advantage of many supervised activities.
    c. Gaining a feeling of accomplishment.

Suggested Approaches and Practices

1. Students consult their parents to obtain information for a representative class survey of jobs: type of job, machine used, changes in workweek during the last ten years. This information is classified on the blackboard. Discuss how the machines used are laborsaving and timesaving. What is the outlook for a shorter workweek?

   "Your machines are not only laborsaving; they are timesaving. What do you do with the time you save?"—Li Tung Chang, Chinese author. Write an answer to Li Tung Chang's question.

2. Use transit maps to learn how to travel. (See Plan A.)

3. Students plan for visitors from out-of-town who have never been to New York City. What would you want to know about the visitors? Which places would you want all visitors to see? Would you be proud to show them your section?

4. Divide class into committees: one to secure and digest brief printed material available on resources in the community; and another committee to interview leaders in the community. Class will offer assistance to the interviewers by suggesting plans on how to proceed in getting an interview, how to conduct it, etc. Enact typical interview scene in the classroom.

   Oral reports follow after the information is gathered. Students arrive at judgment as to how they can make good use of community resources.

5. Students plan a publication sheet on books about hobbies which are available in the school library. They decide on the information to be included so that the sheet will be useful for all students: visits to the library by committees, collating material, and mimeographing.

6. Reports on hobbies by students. They are preceded by consideration of items the class would like covered or explained by the speakers, e.g., how they developed their interests in particular hobbies, how expensive they are, what makes them exciting?, etc.

   The hobbies favored cover a wide range: stamp collecting, record collecting, participation in organized sports, woodworking, and the like. The reports will help to widen their interests as well as develop their power of expression. Where feasible, students will bring in samples of their hobbies.

7. Is it possible for hobbies to turn into careers? Students tell of cases with which they are familiar. Teacher offers additional help in the form of pertinent capsules of information from school records of graduates, to expand on this topic.

8. Students examine today's newspaper listing of TV programs and volunteer their choices for watching tonight. In the discussion which follows on reasons for the selections, lead students to relate how their tastes have changed and also to develop a set of standards for selecting different type programs: westerns, sports, plays, spectaculars, news. (Compare two programs on similar theme: The Law and Mr. Jones, The Corrupters.) Based upon the standards developed, students are encouraged to watch a particular program for evaluation.

9. A very famous doctor, Dr. W. C. Menninger, has written a book called "Enjoying Leisure Time." He says we should ask ourselves a number

of questions in selecting a hobby. Among the questions he asks are:

"Will this activity give me fun and enjoyment?"
"Is this activity within my capability?"

What other questions would you add? Compare with those on Dr. Menninger's list. ("Do I have the time for it? Will it meet with the approval of my friends and family? Can I afford it?")

10. "We believe New York is the world's most exciting vacation city." Do you agree? Have you visited any other city? What did you find interesting or exciting there? Use U.S. map for location of cities visited.

    What other city would you like to visit? How would you go about getting information about it? Send for the material.

11. Invite the director of one of the local community centers to explain its program of activities. Provision is made for a question-and-answer period. Follow up with a visit to the center.

12. Where programming permits, the class should have opportunities to participate in interclass sports competition. The value of sports as a body builder and as a group activity should be stressed.

13. Class arranges a hobby show to which other classes are invited. Students are encouraged to prepare explanatory sheets of drawings and texts on their hobbies, as well as bibliography from the school library. Brief, oral reports as trial runs before opening the exhibit to other classes are suggested.

TEACHING MATERIALS AND PLANS

Topic: N.Y.C. TRANSIT MAP — Plan/Worksheet A

In addition to learning how to read and interpret maps, it is important for students to master specific information on how to travel in New York City. The motivation below stresses this point.

Motivation

1. Yesterday, a student from this school was referred to a part-time job by our employment bureau. He had to get to the place, 110 Chambers Street near Broadway, quickly because a number of boys were being interviewed at a particular hour, not later. "I don't know how to get there," the student said. "Maybe I'll lose my way." Could this happen to you?

2. Elicit from students their experiences as messengers on part-time jobs. What were some of your difficult trips? How can a transit map help you?

Procedure

1. Examining the transit map.
    a. Understanding the use of symbols.
    b. The meaning of variously colored lines.
2. Using the transit map to answer questions on the worksheet which follows.

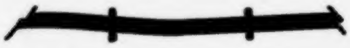
"How do I get to Penn. Station?" .... to W. 4th Street?
X

DO YOU KNOW HOW TO TRAVEL ON THE SUBWAYS?

Study the official subway guide carefully to answer the following questions:

1. The three main divisions of the N. Y. City subways are IND, ..., and ....
2. The 6th Avenue and 8th Avenue Lines are part of the .... Division.
3. The IND Lines are colored .... on the map.
4. If you lose any properties in the subways, phone .... or go to .... Street.
5. The last stop on the Sea Beach Line is ....
6. The Crosstown Line travels in the Boroughs of .... and ....
7. The following lines stop at 14th Street in Manhattan: ...., ..., and ....

8. Two free transfer points from one division to another are .... and .... stations.

9.  means ....

10. The IND station near the school is ....

11. The school employment bureau refers you to a job with a company located at 20th Street near 8th Avenue. How do you get there from school?
Take .... Line at .... station.
Ride to .... station.

12. How do you get to City Hall from your school?
Take .... Line at .... station.
Ride to .... station.

13. You are asked to deliver a package to a stationery store located near Myrtle and Knickerbocker Avenues in Brooklyn. (Start from the school.)
Take .... Line at .... station.
Ride to .... station.

14. You plan to go to Cortlandt Street (near Hudson Terminal) to buy radio parts.
Take .... Line at .... station.
Ride to .... station.

15. You plan to see a baseball game at the Yankee Stadium. How would you travel from the subway station nearest to your home?
Take .... Line at .... station.
Ride to .... station.
(For those requiring transfer)
Transfer to .... Line.
Ride to .... station.

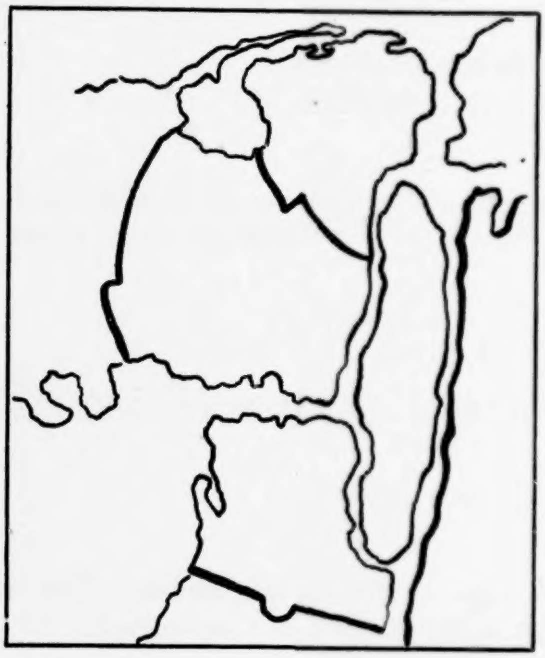
16. How do you get to the South Ferry station (ferry to Statue of Liberty) from your school?
Take .... Line at .... station.
Ride to .... station.

17. How do you travel to Radio City from your home? (Use the subways.)
Take .... Line at .... station.
Ride to .... station.
(For those requiring transfer)
Transfer to .... Line.
Ride to .... station.

18. Plan a trip to the Rockaways from your home.
    Take .... Line at .... station.
    Ride to .... station.
    (For those requiring transfer)
    Transfer to .... Line.
    Ride to .... station.

19. What borough is not on the *transit* map?

20. New York City map — Fill in the following:



a. East River.
b. Hudson River.
c. The Boroughs.
d. Washington Bridge.
e. Holland Tunnel.
f. Manhattan Bridge.
g. Brooklyn Bridge.
h. Williamsburg Bridge.
i. Queensboro Bridge.
j. Triboro Bridge.

Topic: USING LEISURE TIME WISELY **Plan/Worksheet B**

Aims

1. To learn why New York City is a source of attraction for visitors from all parts of the world.
2. To learn the facilities New York City has for recreation and entertainment.

Motivation

1. Class studies brochure on Freedomland.
   a. How would a visit there help us to understand the past?
   b. Why is it called Freedomland?

c. Can a trip there be entertaining? How?
d. Locate Freedomland on the roller map.

2. Many people outside of New York City who do not have too much money to spend on vacations, think twice before visiting our city because they feel that it is not possible to have much recreation or entertainment here unless they spend a great deal of money. Do you agree?

Procedure

1. Students use the list, "Explore Your City," which shows how New York City provides many opportunities for recreation and entertainment at a reasonable charge or free. Students add their own suggestions.

   List these facilities in your notebook under the various boroughs, e.g.:
   a. Manhattan
      1) Goldman Concerts.
      2) Madison Square Garden.
      3) Central Park.
      4) Empire State Tower.

2. A number of rich families in New York City have provided large sums of money to add to the enjoyment of people here. For example, the Wollman Skating Rink, the Guggenheim Museum, and the Museum of Modern Art. What satisfaction do they get?

3. Have you been on any of the tours (e.g., Empire State Tower, Radio City Tour)? What did you learn? Did you find anything lacking in it?

Application

Draw an outline map of New York City in your notebook. Indicate by number (the numbers listed in "Explore Your City") on the map, the location of ten interesting places for visitors to see.

The following list is one which was used at the George Westinghouse Vocational and Technical High School.

EXPLORE YOUR CITY IN THE SPRINGTIME AND SUMMERTIME

1. *Brooklyn Botanic Garden* — 1000 Washington Avenue, Brooklyn, N. Y. CAMERA FANS please note: Magnolias, cherry blossoms, and other flowering trees and shrubs.

   Take your camera with you. "Shoot" the blossoms and submit your prints in the school contest. The prize winning photographs will be displayed in the Library.

2. *New York Aquarium* — Brighton Local or IND "D" train to West Eighth Street, Coney Island. Admission — $.90.

   Rent a headset and listen to a description of what is going on before your very eyes.

   Be sure to see the strange and beautiful creatures of the mysterious world of water — the coral reefs of the tropic seas.

3. *The Staten Island Ferry* — Battery Park — five cents fare.
   See Lower Manhattan, the Jersey and the Brooklyn shore line. This is one of the trips that every New Yorker must take. If you are a camera fan and get some good shots, submit them for the award, mentioned in item 1.

4. *Statue of Liberty* — Boats to the Statue run hourly from Battery Park, 9 A.M. to 4 P.M. — Fare $.75.

5. *Trip Around Manhattan* — Foot of 41st Street (West), 9:30 A.M., 10:30 A.M., 1.00 P.M. and 2:00 P.M. — Fare $2.50.

   Boat trips take three hours and provide you with splendid views of the city's skyline, famous landmarks, and the busy harbor.
   Don't forget your camera. See item 1.

6. *Radio City* — Between 5th Avenue and 6th Avenue, 48th to 51st Street, New York City.
   a. If you are interested in electronics, visit the R.C.A. Exhibition Hall at 40 West 49th Street. Open from 11 A.M. to 10 P.M.
   b. See the ice skaters on the pond and the beautiful Easter flower display.
   c. If you have never been to Radio City Music Hall, take your best girl or go with your friends to see the Easter show. Admission—Monday to Friday, $.90 until noon; $1.25, from noon to 6 P.M.

7. *International Automobile Show at the Coliseum* — Columbus Circle (59th Street) West, New York. Admission $1.25. (Springtime)

   Everyone is arguing about the small foreign cars vs. the luxurious American cars. See the latest models for yourself so that you can discuss the pros and cons from personal observation and knowledge.

8. *Barnum and Bailey Circus* — Madison Square Garden — West 49th Street and 8th Avenue, New York.

   If you have never seen the circus, this is your chance. (Springtime)

9. *Guggenheim Museum* — 1071 Fifth Avenue, New York (89th Street). Admission — $.50. Everybody is talking about this building which was designed by Frank Lloyd Wright. Why not see it for yourself?

10. *Hayden Planetarium* — Central Park West and 81st Street, New York. Admission — seventeen years of age and under — $.50.

    A visit to the Planetarium is a "must" for all who look forward to a visit to the moon.

    See the "Festivals of Spring" in the sky.

11. *Marine Museum of the City of New York* — Fifth Avenue and 103rd Street, N. Y.

    This is the Museum that attracts "lovers of the sea, mostly men and boys, who find excitement in the authenticity of detail of the thirteen models of ships set against a background silhouette of the Superliner, United States."

    New York City is one of the busiest ports in the world. Walk along the shore line on the West side and you will see the giants of the sea that travel the oceans of the world.

    At the Marine Museum, on the other hand, you will see models of the old ships about which so many stories have been written.

12. *United Nations* — First Avenue between 42nd and 48th Streets, New York.

    Guided tours daily between 9:15 A.M. and 4:30 P.M. Admission (students) — $.50.

13. *Idlewild Airport* — Do you know that you can reach it with two fares? Follow these directions: Take the 8th Avenue "E" train to Kew Gardens Station. Change to bus marked "International Airport."

    Be sure to look carefully at the International Arrivals Building which was designed by Skidmore, Owings & Merrill, and the Pan-American Building, oval shaped, by Gardner and Turano.

    Don't miss the Power Plant with the glass front where you can see the machines.

    The Observation Deck provides a view of aircraft operations. Admission — $.10. Visit the Control Tower and the 10th Floor Observation Platform — Admission $.50.

    Take your camera.

INSTRUCTIONAL FILMS AND FILMSTRIPS

The films and filmstrips listed below have been approved by the Board of Education. The films are available from the BAVI Central Loan Collection or from local film centers. For annotations and additional information, see *Instructional Films and Tapes,* Curriculum Bulletin No. 14, 1958-59 Series; and the 1959 *List of Approved Filmstrips and Supplements.*

The numbered topics in column 1 correspond with those in the *content section of this unit* for which the film or filmstrip is appropriate.

Films

CONTENT TOPIC (and *Film Title*)	PRODUCER	RUNNING TIME (*Minutes*)
2. How well do you know your city?		
Arteries of New York City	E.B.	11
Big Port, The	United World	8
Living in a Metropolis—Greater New York	United World	20
Story of a City: New York	E.B.	22
Transit Is Everybody's Business	N.Y. Transit Authority	30
What a Vacation	Ford Films	12
This Is New York	Emipre State Building	21
Around the World in New York	Sterling	13
4. Do you have any hobbies?		
A Family Affair (Services of Brooklyn Public Library)	Brooklyn Public Library	20
6. How well do you make use of radio, TV, and movies?		
Understanding Movies	T.F.C.	17
7. Are you a member of your community?		
Are You a Good Citizen?	E.B.	11
Having Your Say	McGraw-Hill	6
Better Use of Leisure Time	Coronet	11
It's Up to You	DeRosa Jordan	11
8. How can the proper use of leisure time prevent delinquency?		
Right or Wrong	Coronet	11
Building Better Citizens	N. Y. Mirror	24
What About Juvenile Delinquency?	Young America	11

Filmstrips

CONTENT TOPIC (and *Filmstrip Title*)	VENDOR	ITEM NO.
2. How well do you know your city?		
The Statue of Liberty	Eye-Gate House	43300.26
New York	Eye-Gate House	4430.15

Behind the Scenes in a Museum	Visual Education Consultants	36490
4. Do you have any hobbies?		
Using Your Time and Abilities	Jam Handy	21790.13
8. How can the proper use of leisure time prevent delinquency?		
Making Friends	Jam Handy	21790.12
Crime, Everybody's Problem	N. Y. Journal-American	

Unit IX

YOUR PREPARATION AS A DRIVER

This unit sets the groundwork for impressing the future driver with the importance not only of basic driving skills but also of reading ability and those character traits which contribute to safe and pleasurable driving. The *Content* section presents material designed to stimulate thinking and making judgments. Wherever possible, or indicated in the section, *Suggested Approaches and Practices,* visualization and modified performances are used to a maximum. Examples are the Skill Driving Tests, surveying the neighborhood, Snellen Chart Tests, etc. The suggested films are most valuable in studying problems facing the driver.

Future drivers should have more than superficial knowledge of the operation of an automobile and the reliability of senses (judging distances, fatigue, coordination, etc.). This area of information has been included and expanded in the unit, *Science in Daily Living.* The teacher will best decide when and how to weave it into the content which follows here.

Objectives

1. To stress the seriousness and responsibilities in operating a car.
2. To gain some of the basic knowledge demanded for a license.
3. To show the importance of reading in common activities.
4. To encourage observance of safety rules.

Content

1. Why is it necessary to license drivers?
    a. To protect the public from accidents.
    b. To obtain evidence of financial security.
    c. To cut down on hit-and-run drivers.
    d. Driving is a privilege not a right.
2. Would you license a driver who could not read a map, a sign, or the manual of instructions?
    a. Dangers in not knowing directions.
    b. Evidence of indifference.

   c. Ignorance of laws and changes lead to accidents and traffic tie-ups.
   d. Reporting accidents.

3. What are the common causes of automobile accidents? (Almost 40,000 deaths per year)
   a. Exceeding speed limit.
   b. On wrong side of road.
   c. Cutting in.
   d. Passing on a curve.
   e. Reckless driving.

4. Why do the automobile insurance rates vary?
   a. In different boroughs.
   b. For different age groups.

5. Under what conditions may you lose your license?
   a. If you disobey traffic laws.
   b. If you do not renew it in time.
   c. If you are convicted of certain offenses under the Point System, e.g., homicide, false statement in application.

6. How do traffic problems affect you?
   a. Coming to school.
   b. Going to work.
   c. Going to points of recreation.
   d. Why is the traffic problem more involved in city driving?

7. Why is the federal government interested in auto travel?
   a. National highway system.
   b. Interstate bus systems.
   c. Military needs in case of emergency.
   d. Aid to states (road building).

8. How does your physical condition affect your ability to be a good driver?
   a. Coordination.
   b. Control of muscles and senses in sufficient time for emergencies.
   c. The dangers in driving for those with a heart pressure ailment or epilepsy.
   d. Visual acuity.

9. Why is it necessary for you to learn how to share the road?
   a. The dangers in "hogging the road."
   b. The danger in "chiseling space."
   c. The danger in "blowing off."
   d. The danger in not helping motorists in distress.

10. Why must the driver think for the pedestrian?
    a. Two-thirds of all traffic fatalities in American cities are pedestrains.
    b. Twenty percent of the pedestrians killed are under fifteen years of age.
    c. About one-half of the pedestrians killed annually are fifty years of age or older.

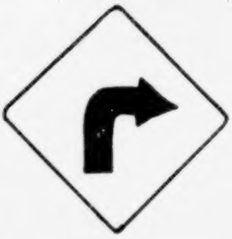
11. What are the important safety precautions to remember when driving?
    a. Understanding and observing signals.
    b. Maintaining the car in good condition.
    c. Exercising skill in basic operations: starting, steering, braking, shifting, turning.
    d. Observing all traffic regulations.

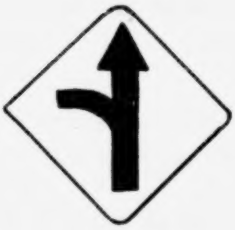
Suggested Approaches and Practices

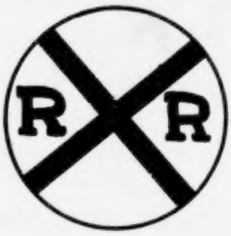
1. Class studies a photograph of an auto accident as reported in the newspaper and then listens to a reading of the report by a student. From the available facts, could this accident have been averted? How?

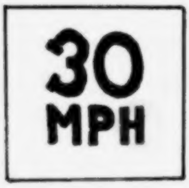
   Distribute *Heedless Horsepower* (Travelers Insurance Company) for examination of Table 3. Find the three most frequent reasons for casualties. Set up a chart showing the percentages.

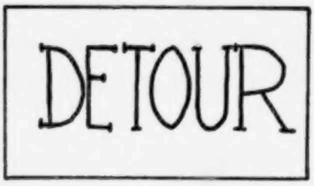
2. Place on blackboard examples of road signs: symbols and words.

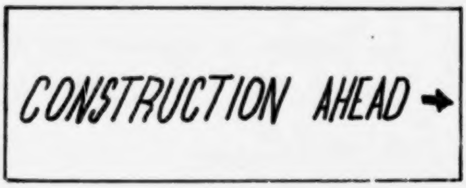










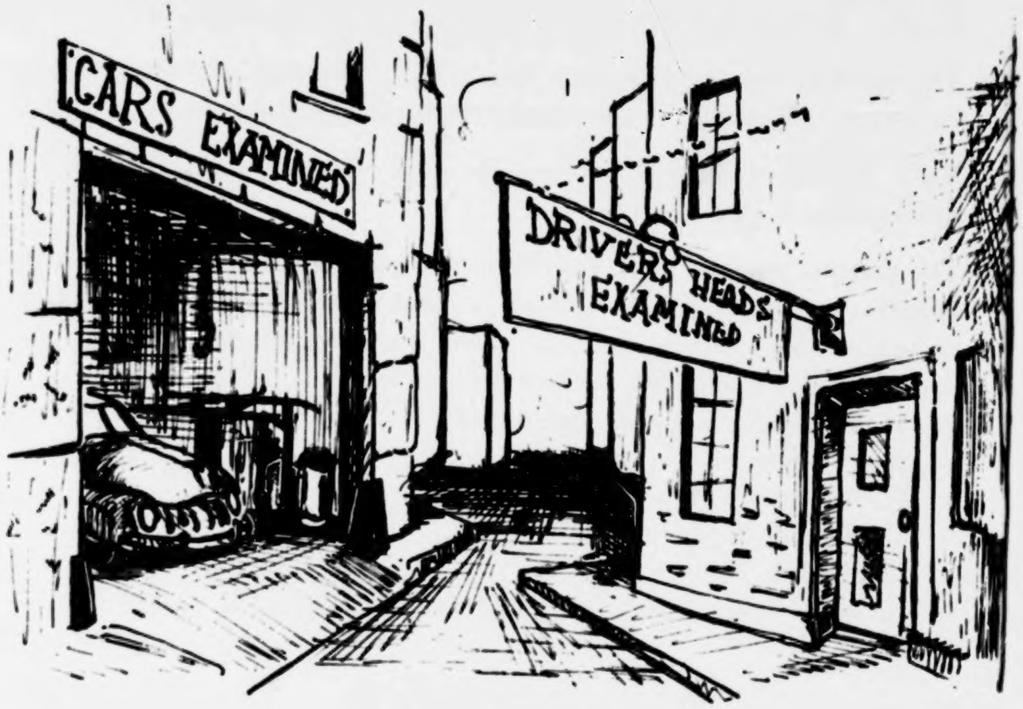


   a. What do they mean?
   b. Why is it important to be able to read them quickly?

3. Students learn how to fill out application for Operator's License. Do one section at a time, discussing common errors resulting from diffi-

culties connected with vocabulary and careless reading of directions. vocabulary to be studied will include: applicat, void, alteration, insurance, restrict, valid, pending, current.

4. The cartoon below is used for study by the class.



   a. Do you have to take a "head examination"?
   b. Suggest a good title for the cartoon.

5. Use N.Y. State Driver's Manual for reading and study exercises, adapting more difficult sections. Divide these exercises into short units with true-false examinations on the readings. Some of the more difficult words found in this booklet are: minimum, indicate, sufficient, infraction, persistent, miscellaneous, accumulate, deliberate, congest, prudent, obstacle, detect, moderate, destination, pedestrian, caution.

6. Students take Shell Driving Tests on skills and attitudes essential for safe driving. (Copies available from Shell Oil Company—an excellent series of modified performance tests.) Examples: Test Your Field of Vision, See How Fast You Can Move to the Brake, Can You Read These Signs at Arm's Length?, Are You A Patient Driver?

7. A committee does a neighborhood survey and reports results to the class.
   a. What recent improvements have been made to ease traffic problems?

   b. Where is improvement necessary?
   c. Are there any dangers to safe driving?

8. The traffic toll each year is close to 40,000 killed, 2 million injured, and financial losses of over 4 billions of dollars. Think of these facts, then study the statement: "Accidents happen to the other fellow—not to me." Do you agree? How would you reword the statement?

9. The modern car requires very little use of physical labor and is easy to operate. Why then is good health required of applicants for licenses?

10. Read the Motor Vehicle Law on visual acuity requirements. Conduct Snellen Chart Test in class.

11. The famous baseball star, Ted Williams, said: "Whether you are in the batter's box on the baseball diamond, inside the cockpit of a jet plane, or behind the wheel of your car, alert attention, sound judgment, and smooth skill are vital for the best performance."
    a. Show exactly how comparisons could be made with baseball and auto-driving in:
       1) Alertness.
       2) Sound judgment.
       3) Smooth skill.
    b. In what way is auto-driving different from playing baseball?

TEACHING MATERIALS AND PLANS

Topic: DRIVING SAFELY — Plan/Worksheet A

In this lesson, students learn through a variety of activities the importance of safe driving. It should take a minimum of 3 periods.

Aims

1. To analyze the main causes of automobile accidents.
2. To stress the importance of alertness and safe driving.
3. To engage in simple research skills making use of government publications, e.g., manuals, instruction.

Motivation

1. On February 16, 1961, the National Safety Council reported that motor vehicle accidents were the leading cause of deaths — 38,200 — the largest figure since 1957. Why are these figures mounting?

2. Place a newspaper photograph of a recent auto accident on a poster and draw a question mark beneath it. Students suggest words, phrases, or sentences to go with the question mark.

Procedure

1. Students report on auto accidents they have witnessed: the nature of the accident, where it occurred, and probable causes. The causes, in the students' language, are written on the board. For example:
   a. "He was traveling at high speed. He jammed on the brakes but it was too late."
   b. "The wheels were wobbling, something was wrong with the steering."
   c. "He was getting the other drivers nervous by weaving in and out."
   d. "When he turned the corner, I didn't see any directional signal flashing."
   e. "The auto crossed the street slowly but the sign said 'stop'."

   After all the causes are written, they are then coordinated and classified by the students into a more meaningful unit.

   CAUSES OF ACCIDENTS
   a. Speeding.
   b. Disobeying sign.
   c. Signals, directionals not working.
   d. Defective equipment.
   e. Reckless driving.

2. Provide students with copies of N.Y. State Driver's Manual and "New York State Says . . ." Divide the class into 3 committees, each committee to find specific reference to 3 assigned causes of accidents. Their worksheets will be headed *Causes of Accidents* and will contain the following:

CAUSE	PAGE REFERENCE	WHAT IT SAYS
1.		
2.		
3.		

   When the assignment is completed, the committees pool their information and add to their worksheets.

Application

Students read their mimeographed copies of the poem which follows and prepare to answer questions about it.

EPITAPHS FOR THE SPEED AGE

Leonard H. Robbins

Strangers pause and shed a tear
For one who leaves no mourners.
D.F. Sapp reposes here;
He would cut corners.

Here lie G. Whilliken's friends, all five.
He took them along when he learned to drive.

Hic jacet* now what little remains of Aleck McFee.
He let her up and raced with trains R.I.P.**

Under this mound is Goofus Green.
His chemistry few extol.
He filled his tank with gasoline
Himself with alcohol.

1. Do any of the causes listed on your worksheet appear in this poem? Where?
2. By studying source of the names, how did the author of the poem express his opinion about certain drivers?
3. Under the recent revision of auto insurance liability rates in February, 1961 the new rates for drivers under 25 years of age (2-C) is about $350 for New York City inhabitants and $215 in north Westchester. Is such a difference justified? Why?

Follow-Up

Film: *And Then There Were Four* (Socony Vacuum)

1. In what way is this film a good companion to the poem, *Epitaphs for the Speed Age?*
2. Prepare a short, descriptive paragraph in which you state whether or not this film is to be recommended for high school students.

Topic: WHAT DOES SAFE DRIVING MEAN? Plan/Worksheet B

Although the comic book (*Tommy Gets the Keys*—H. F. Goodrich Co.) used here is filled with striking illustrations in color and a meaningful text, it is still important to motivate the lesson in advance in order to direct the reading for instructional value. Students know, in advance, the questions they will be expected to answer.

---

*(This is in the Latin language and means—'here lies')

**(This is an abbreviation in Latin which means 'May He Rest in Peace')

Motivation

1. "Dad, may I have the keys to the car?" When should dad give the keys to the car?
2. Newspaper item: "I didn't mean to hurt anybody when I drove off. Maybe I was showing off. The fellows on the block said I was 'chicken'." Has anything similar to this happened in your neighborhood?

Reading

Tommy Gets the Keys

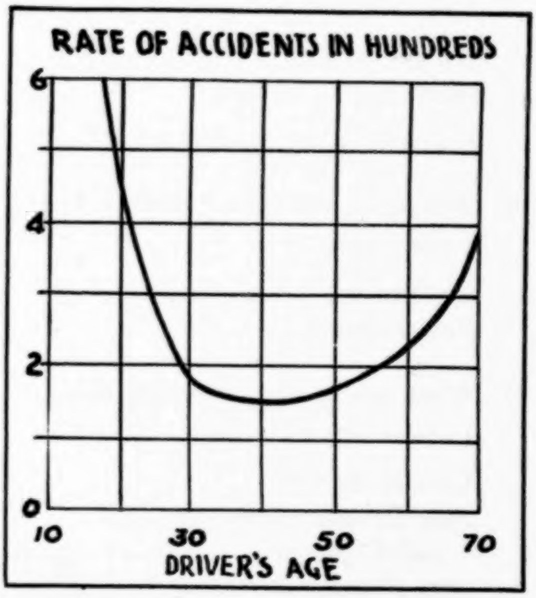
Understanding What You Read

1. Why was Tommy disappointed in his first lesson with Skip?
2. What does "driving defensively" mean?
3. Why did Tommy have to learn to think about the other fellow?
4. Where do you find sportsmanship in driving an auto?
5. List 4 good rules for safe driving.

Application

Students study the graph to the right. Does it help to explain why Tommy's dad hesitated to give him the auto keys?

ACCIDENTS AND AGE



(Chart from Federal Bureau of Public Roads and New York Herald Tribune, 1/6/61)

INSTRUCTIONAL FILMS AND FILMSTRIPS

The films and filmstrips listed below have been approved by the Board of Education. The films are available from the BAVI Central Loan Collection or from local film centers. For annotations and additional information, see *Instructional Films and Tapes*, Curriculum Bulletin No. 14, 1958-59 Series; and the 1959 *List of Approved Filmstrips and Supplements.*

The numbered topics in column 1 correspond with those in the *content section of this unit* for which the film or filmstrip is appropriate.

Films

CONTENT TOPIC (and *Film Title*)	PRODUCER	RUNNING TIME (*Minutes*)
1. Why is it necessary to license drivers?		
Safe Driving: Streets and Highways	Coronet	11
You Bet Your Life	Progressive Pictures	10
3. What are the common causes of automobile accidents?		
And Then There Were Four	Socony Vacuum	27
Crash Research	Ford Motor Co.	10
Dick Wakes Up	Ford Motor Co.	8
Driving at Night	Ford Motor Co.	8
Driving in the City	Ford Motor Co.	12
Driving on the Highway	Ford Motor Co.	12
7. Why is the federal government interested in auto travel?		
Freedom of the American Road	Ford Motor Co.	27
10. Why must the driver think for the pedestrian?		
On Impact	Ford Films	10
Pedestrians	Ford Motor Co.	10
11. What are important safety precautions in driving a car?		
Care of the Car	Ford Motor Co.	12
Safe Driving: Advanced Skills and Problems	Coronet	11
Safe Driving: Defensive Driver; The	Coronet	11
Safe Driving: Fundamental Skills	Coronet	11

Filmstrips

Content Topic (and *Filmstrip Title*)	Vendor	Item No.
1. Why is it necessary to license drivers?		
You and the Automobile	N. Y. Journal-American	
2. Would you license a driver who could not read a map, a sign, or the manual of instructions?		
Driving Signs — A	Bowmar, Stanley	25240.1
Driving Signs — B	Bowmar, Stanley	25240.11
Information Signs	Bowmar, Stanley	25240.12
Warning Signs	Bowmar, Stanley	25240.14
11. What are important safety precautions in driving a car?		
Science of Automobile Safety	McGraw-Hill	25220

Unit X

PERSONAL MATHEMATICS

Although provision is made for drill in the units on mathematics, efforts are made to develop meaning and to teach them functionally instead of incidentally or mechanically. There will be many opportunities for practical application because of the problems facing the students outside of school as consumers and as workers.

Objectives

1. To provide the mathematical knowledge and skills that are necessary for pupils to become prudent consumers.
2. To enable pupils to handle ordinary financial and tax situations.
3. To develop ability to perform the four fundamental operations of addition, subtraction, multiplication, and division by using them in meaningful problems.
4. To develop ability to use simple percentages.

Content

1. Measurement.
    a. Use of sewing tape measure, ruler, yardstick.
    b. Calculating square feet.
    c. Use of common weights and measures—scales and tables of measures.
    d. Reading gas and electric meters.
    e. Verifying bills.
    f. Computing car gas mileage (miles per gallon).
    g. Computing distances on road maps.
2. Reading labels and recipes.
    a. Translating percentages into parts of the whole.
    b. Comparison of labels on alternate products.
    c. Adapting recipes to serve more or less than the indicated amount. (Aim at practical use of percentages and fractions.)
3. Banking procedures.
    a. Opening an account.
    b. Deposit and withdrawal slips.
    c. Checking bankbook entries.
    d. Verifying interest entries.
    e. Paying by check, money order, bank check, certified check.

    - f. Writing checks and keeping a checkbook record.
    - g. Balancing a bank statement.
    - h. Elements of investing — rate of return, earnings.

4. Tax payments.
    - a. Property tax rates and assessments.
    - b. Federal and state income tax payroll deductions. (Use of tables.)
    - c. Social Security tax deductions.
    - d. Filling out federal and state income tax forms.

5. Installment buying and personal loans.
    - a. Computing cost of loan.
    - b. Comparison of costs of alterante plans—installment purchase, finance company loan, bank loan.
    - c. Buying on credit vs. buying with savings.
    - d. Advantages and disadvantages of using consumer credit.

6. Wages and salaries.
    - a. Computing weekly gross pay from rate and hours.
    - b. Computing hourly rate from gross pay and hours.
    - c. Computing and verifying overtime pay.
    - d. Computing take-home pay.
    - e. Computing weekly pay from annual or monthly rate.
    - f. Computing commissions.

7. The family budget.
    - a. Advantages.
    - b. Organization and proportioning.
    - c. Adjusting the budget.

8. Insurance.
    - a. Property insurance — cost from valuation and rates.
    - b. Short-term cancellation and 80% co-insurance provision.
    - c. Life insurance — types (straight, term, 20 payment, endowment, annuity) — comparison of costs and benefits.
    - d. Social Security benefits — calculation of typical cases.
    - e. Medical and hospitalization insurance.
    - f. Liability insurance.

Suggested Approaches and Practices

N.B. Cull usable material, problems, and exercises from available texts in basic mathematics.

1. Use a problem approach. When written problems are used, treat them first as reading lessons to make sure pupils comprehend.

2. Use small numbers to put across the technique of solution.
3. Follow up teaching of a technique with drill.
4. Encourage the use of notebooks. They will become the pupils' chief source of reference if they are well-kept.
5. It may be useful at times to group the pupils according to their mastery.
6. Ask pupils to estimate length, height, weight, etc., of objects in the classroom. Have them verify estimates by using tape measures, rulers, scales. Emphasize need for accuracy in reading scales. Why are measurements preferable to estimates?
7. Have the class compute the number of square feet of linoleum that would be required to re-surface the floor of the classroom. Convert the answer to square yards.
8. Using road maps, the class can plan trips to various cities. What is the mileage to City A? How much gasoline will be required to make the trip if your car gets 12 miles on a gallon? If it gets 15, 20, 30 miles on a gallon?
9. Work out with class the percentage equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{10}$. Arrange them in a table to be copied in notebooks.
10. Pupils bring labels of competing textile products to class. By comparison of percentages on ingredients, which appears to be the best product?
11. Obtain specimen deposit and withdrawal slips, bankbooks, and checks from a local bank. Create situations calling for their use. "You wish to deposit $10. Prepare the slip." "How do you withdraw $5.00 from your account?" "Write checks to pay bills for $6.00, $12.00, and $21.00. How much is left in your checking account?" "You have had $100.00 in your savings account for a year. How much interest should be entered in your bankbook?"
12. Use 10" x 10" paper with 100 squares — to reinforce the percentage concept. What is the percent of the whole? What percent of the whole is one row? What fraction of the whole is one row? Etc.
13. Obtain specimen forms and wall charts from the Internal Revenue Bureau. Have the class work out the proper preparation of an income tax return. Individuals can then practice preparation of returns.
14. Bring advertisements of personal finance companies and bank personal loans to class. Guide pupils in working out the cost of loans from the figures given in the advertisements. Compare the cost of a one year $100.00 loan from various companies and banks.

15. Present such problems as: Would you prefer to work 40 hours at $55.00 a week or for $1.50 an hour? If you receive a pay increase of 8 cents an hour, how much would be added to your weekly pay? One week you put in 10 hours overtime at a rate of time-and-a-half. If your hourly rate is $1.40, how much overtime pay should you get? With these deductions ...., ..., what should be your take-home pay?

16. Have the class prepare budgets for families of various sizes with varying incomes. Translate the value of work required for expenditures at a given hourly rate of pay.

17. Present typical family financial situations to the class. Work out an insurance program with the class for each situation. Work out a family savings program for each situation.

18. Starting with the fact that young men to age 25 must pay higher than average premiums for automobile liability insurance, develop the relation between risk and cost of insurance.

19. Some usable free materials are: "The Amazing Story of Measurement," Lufkin Rule Co., Saginaw, Michigan; "How Long is a Rod?," Ford Motor Co., Detroit, Michigan; "Moderns Make Money Behave — A Unit on Money Management, Health Insurance and Life Insurance," Educational Division, Institute of Life Insurance, 488 Madison Avenue, New York 22, New York.

20. The local Social Security Office can supply class sets of materials.

21. In regard to fundamental operations, it is better for a slow learner to learn well one way of doing an operation than to attempt to learn alternate ways. He should be allowed the help of crutches, e.g., if writing a figure to be carried speeds a correct result, he should be permitted to write it rather than resort to abstractions.

TEACHING MATERIALS AND PLANS

Topic: WHAT HAPPENS TO THE TAXES WE PAY THE FEDERAL GOVERNMENT?

Plan/Worksheet A

At income tax time many students, especially those who are employed, become aware, in a vague manner, of a present or future responsibility. Do I have to pay any tax this year? Why should I? What's the money going for? Does my father pay much? Why so much money? The lesson, therefore, has an immediacy. To obtain the answers, however, requires a knowledge and application of mathematics coupled with the use of tax tables. The lesson takes on more meaning when the students are apprised of the fact that most taxpayers don't know where their tax monies go or how to find out. They now have the opportunity to find the answers. Although it has been simplified, the lesson is not easy and is not intended for a very slow group. It should not be hurried, and advancement should proceed slowly from step to step. It is best to devote 3 or more periods to it.

After the motivation, the lesson must be prefaced with an understanding of the more difficult terms noted below. It is wise to place them, where possible, in context in sentences on the board so that the students can derive their meaning more readily without going into detailed explanation. The students are also made aware of the fact that there are other federal taxes paid throughout the year in an indirect manner. (Make reference to and show tax on cigaret package.)

Aims

1. To correlate social studies with mathematics on responsibilities of a citizen.
2. To gain a working understanding of percentages.
3. To gain practice in the fundamental operations of addition, multiplication, and subtraction.
4. To learn how to read an income tax table.

Motivation

Students study a cartoon: "Sad Sack" looking at a calendar with April 15 circled. The caption is, "If I Only Knew What For."

1. Why is there an expression of sadness on the figure?
2. Is he justified in feeling that way?
3. Do you pay any tax this year? What is your feeling?
4. Is — "If I Only Knew What For" — a fair question?

Word Study: excise, technology, security, indirect tax, natural resource, debt, debt retirement, exemption, national, federal.

Procedure

1. What are you paying for?

   a. A student recorder at the board lists the many varieties of federal government activities suggested by the class. Center the answers around observations at home, school, and work environments. Thus, in the neighborhood of a particular school, there are evidences of the following: Navy Yard, Veterans' Bureau, federal housing, Post Office, Marine Supply Unit, OAA Office, publicized special research work on microwaves at Brooklyn Poly Tech.

b. These are then categorized into major activities such as:

Veterans' Service.	Agriculture.
Labor and Welfare.	International Affairs.
National Security.	

2. Did we omit any activities? Compare with official list noted below.

3. a. Students suggest the percentage of their federal tax dollar going for international affairs, national security, and veterans' services.

b. Compare with figures for the record peacetime budget ($81 billion) for the year beginning July 1, 1961. (Many will be amazed to find that only 3% is directed for international affairs or that national security is so high.)

	%		%
Veterans' Service	6	International Affairs	3
Labor and Welfare	6	Natural Resources	3
National Security	57	Debt Interest	2
Agriculture	6	Central Government	2
Commerce, Housing, and Space Technology	6	Debt Retirement	?

c. What % goes for debt retirement?

d. Students rearrange table in order of percentages.

4. Calculation.

a. If George Johnson, an unemployed young man, earned a total of $2,615.00 during the year 1960, how much federal tax would he have to pay? Use the tax table for 1960, and underline your answer.

b. (Explain to the class that the Budget Bureau has concluded that the excise, corporation, and other taxes the average taxpayer pays directly or indirectly, amount to about 82% of a person's income tax.

Take 82% of his total tax, $350. (Review with: What would 50% of the tax be? ½ of 350 or 350 x .50. Now obtain 82% of $350. Equals $287.)

c. Add the two totals, $350 and $287, to give you George Johnson's total tax payments over the year.

d. The tax George Johnson pays for:

	Is	$
National Security	57%	?
Debt Interest	11%	?
Veterans' Services	6%	?
Agriculture	6%	?
Labor, Welfare	6%	?
Commerce, Housing, Space Technology	4%	?
International Affairs	3%	?
Natural Resources	3%	?
General Government	2%	?
Debt Retirement	2%	?
	100%	? Total

Application

1. Students will use same table and procedures to determine where the federal tax monies of their parents go. Students exchange papers for checking.
2. Examine today's newspaper for reference to some federal activity noted above and indicate its percentage line.

Topic: USING SCALE RATIOS — Plan/Worksheet B

The understanding of scale ratios for the students we are trying to reach is approached through the use of concrete materials and problems in practical situations; and from simple conversions to more advanced problems. The need is first established, and the learning situation follows. The practice and drill can be expanded, depending upon how fast the particular group responds to and fixes the learnings.

Aims

1. To learn how to interpret scale and proportion ratios.
2. To apply scale ratios to learning and work situations covered in many subject areas of this guide.

Motivation

Elicit practical problems facing students at home or place of employment, with reference to the use of the scale. Typical responses have been:

1. "The family is thinking of a trip to Washington, D.C. this Easter. Dad asked me what the distance was to Washington. I looked at the map but I couldn't tell."

   How would this knowledge be useful? (Car expenditures in gas, travel-time necessary.)

2. "The job sheet had a clear picture of the small desk we were going to make in shop. There were no measurements. It just said — scale ¼. I couldn't figure it out at first."

3. "I was fooled. I decided to buy a plastic model auto to start a new hobby, collecting model autos. The picture in the ad looked large. I thought I'd get a large size. Boy! What I got! Did I miss something in the ad?"

Procedure

1. As a springboard for solving one or two problems presented in the motivation, make use of materials available in the classroom. (E.g., computing distances from scale ratios on roller map in the classroom.)
   a. Student finds the scale and reproduces it on the board in heavy lines.
   b. Student decides on the measuring tool.
   c. In numerical equivalents, he places the ratio on the board. What does this mean? Class arrives at definition of ratio as relationship or comparison of two quantities of the same kind. It is found by dividing one of the quantities by the other. The scale is the ratio between the length of any line of the drawing to the actual length; e.g., ¼ scale means ¼ inch to the foot.
   d. Students take turns reckoning the distances from one point on the map to another by measuring and doing the arithmetic on the board. A table is arranged thus:

	From	To	Scale Distance	Miles
1.	....	....	....	....
2.	....	....	....	....
3.	....	....	....	....
4.	....	....	....	....

   e. Student volunteers make a scale map of the classroom using the scale ¼″ = 1 ft. (Use nearest round figures for the room.)

2. Problem solving as written work. (The first problem is solved by the class with the aid of the teacher.)

a. Using a scale of ½" = 1 ft., give the length of a line which would represent 36 feet. Scale ratio ½" = 1 ft.; 36 ft. × ½" = 18". (Or use the perimeter of the room as the problem.)

b.

Actual Size	Scale Drawing	Ratio
1 foot	1 inch	
8 feet	1 inch	
5 feet	10 feet	

c. Using a scale of ¼" = 1 ft., give the lengths of lines you would represent for each of the following:
20 feet .... 120 feet .... 10 feet ....

d. In making a scale drawing of a room, a scale of ¼" = 1 ft. was used. What are the dimensions of a room 3" by 4"? 3" × 4 = 12 feet width. 4" × 4 = 16 feet length. The room is 12 feet by 16 feet.

3. Distribute individual road maps of the United States eastern coast.
   a. Find the distance from New York City to Washington, D.C.
   b. Find the distance from New York City to Miami.
   c. Estimate the distance to Raleigh, N. C., and check your answers.

Follow-Up

Drill exercises and quiz.

1. On a scale drawing, the ratio is given as ⅛" = 50 miles. What distance does the following represent?
   a. ¼" = ... miles.
   b. ⅜" = ... miles.
   c. 3⅛" = ... miles.
   d. 5⅛" = ... miles.
   e. 2⅝" = ... miles.

2. Distribute newspapers and magazines from which students select advertisements giving scale sizes. How important is it for the consumer to have this information?

3. A house plan has a scale of ¼" = 1 ft. The height of the room from floor to ceiling is 2" on the plan. What is the room height in feet?

Topic: IMPROVEMENTS IN THE SPEED OF PLANE TRAVEL

Plan/Worksheet C

This is an effective exercise in fundamental operations in mathematics with the aid of dramatic advertising which is presented with a minimum of words. The interest level in the subject of airplanes is very high.

This lesson correlates well with the science unit and can be expanded to fit into that area using a careful study of the illustrations as a springboard.

(Copies of the advertisements with illustrations are usually available from the airlines for class use.)

Aims

1. To gain skill in fundamental operations such as multiplication, subtraction, division, percentage.
2. To make judgment and interpretations based upon observation of scale values.

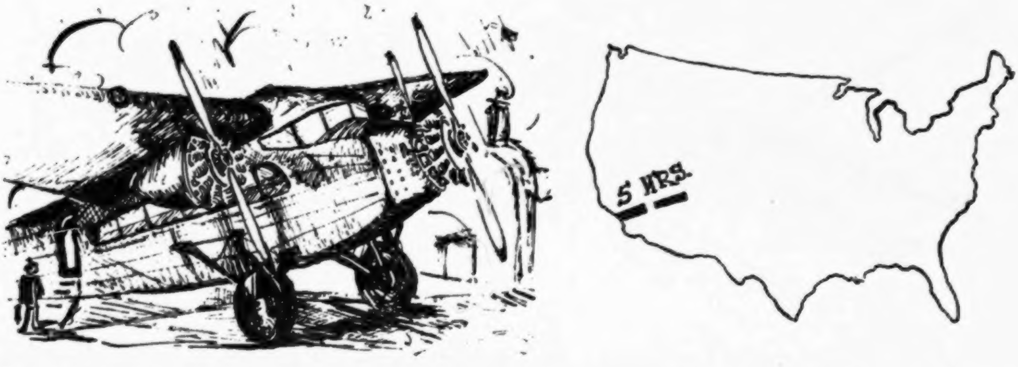
Motivation

1. Call upon volunteers to discuss their experiences in travel by plane. Point out on the map your starting point and destination. What is this distance? What kind of plane were you traveling in? How fast do other planes travel?

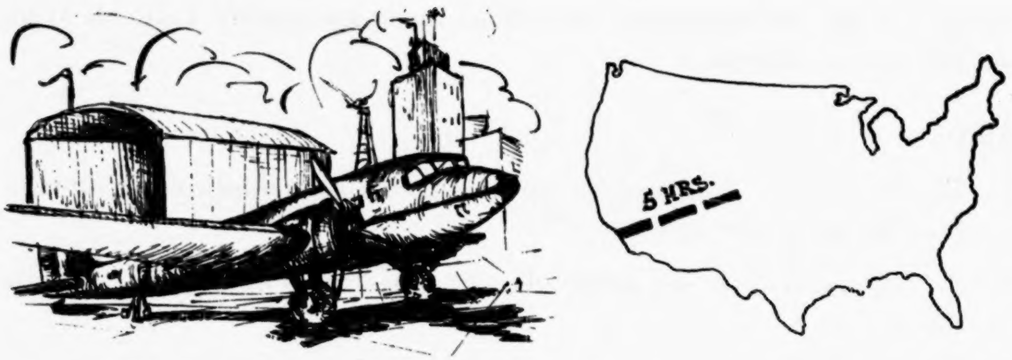
   Let's check on your answers ("I think it was . . ." etc.) by getting the important information from an advertisement which recently appeared in the newspapers.
2. Is airplane travel important? Study today's newspaper for items to prove it; e.g., today's newspaper, 2/21/61, carries wide coverage on the widespread effects of a strike by flight engineers.

Procedure

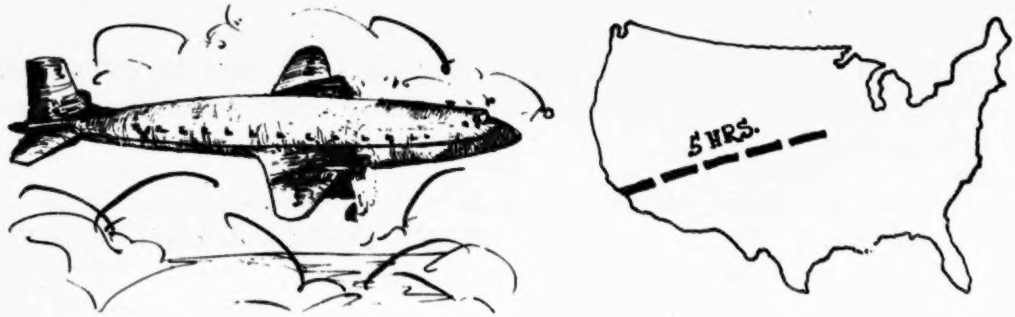
1. The four illustrations which follow are from on airline's advertisement, *To Fly Higher, Farther, Faster . . . and Always More Safely*, (New York Times, February 19, 1961). A copy of this ad is given to each student for individual work in answering questions. (See page 177.)



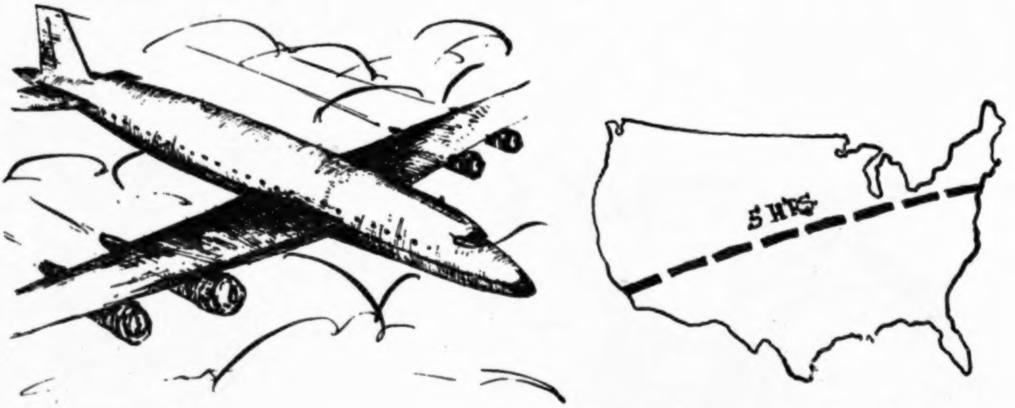
In the early 1930's, the Ford Tri-Motor, the famed "Tin Goose," was a part of the fleet. It could fly nonstop for 500 miles at the then spectacular speed of 112 miles per hour.



In 1936, the DC-3 was introduced. It carried 21 passengers (14 as a sleeper plane) and cruised at 180 miles per hour. It revolutionized air transportation.



The dependable DC-7 was introduced in 1953. Still very much in service, it carries 60 first-class or 85 coach passengers. Cruises at 365 miles per hour.



On January 25, 1959, we began the first jet service across the U.S.A. with 707 Jet Flagships. Today these majestic airliners crisscross the country daily at speeds of 600 miles per hour. Jets offer coast-to-coast nonstop flights in 5½ hours.

a. Complete the following table:

	Year	*Distance covered in 5 hours*
1.	1930	
2.		
3.		
4.		

b. The advances in airplane travel described here cover a period of .... years.

c. In 1953, the DC-7 planes were flying at a speed ....% higher than in 1936.

d. How would you find the speed of jet planes if all the information you had was the U.S. map shown in the last panel? (The teacher will have available a roller map of the U.S., a geography text, and World Almanac for students to obtain the distance, coast-to-coast.)

Follow-up

1. Have students study timetables of different airlines for travel in the U.S. and construct a quiz on speed and travel time as set in a table. Roller maps and almanacs are made available to find distances. An example follows:

	Distance	*Leave*	*Arrive*	*Speed*
N.Y. to Miami	....	9:45 p.m.	?	600 miles per hour
N.Y. to Montreal	....	1:00 p.m.	2:30 p.m.	?
N.Y. to Atlanta	....	9:45 p.m.	11:45 p.m.	?

2. Distribute AAA road maps for eastern U.S. Is travel distance by plane the same as by car? Compare with airline stops along the route breaking up the travel line.

INSTRUCTIONAL FILMS AND FILMSTRIPS

The films and filmstrips listed in this section have been approved by the Board of Education. The films are available from the BAVI Central Loan Collection or from local film centers. For annotations and additional information, see *Instructional Films and Tapes,* Curriculum Bulletin No. 14, 1958-59 Series; and the 1959 *List of Approved Filmstrips and Supplements.*

The numbered topics in column 1 correspond with those in the *content section of this unit* for which the film or filmstrip is appropriate.

Films

CONTENT TOPIC (and *Film Title*)	PRODUCER	RUNNING TIME (*Minutes*)
1. Measurement.		
Decimals Are Easy	Coronet	10
How to Find the Answer	Coronet	11
Percent in Everyday Life	Coronet	11
Story of Time, The	Coronet	11
3. Banking Procedures.		
Money Talks	Bankers Association	11
Using the Bank	E.B.	11
What is Money?	Coronet	11
Banks and Credit	Coronet	11
Fred Meets a Bank	Coronet	11
Pay to the Order Of	N. Y. Clearing House	11
5. Installment buying and personal loans.		
Credit: Man's Confidence in Man	Dunn and Bradstreet	33
Installment Buying	Coronet	11
7. The family budget.		
Your Family Budget	Coronet	11

Filmstrips

CONTENT TOPIC (and *Filmstrip Title*)	VENDOR	ITEM NO.
1. Measurement.		
Area and Volume	Killian Ken Co.	34620
Measurement	McGraw-Hill	35030.12
Mathematics in Daily Living	McGraw-Hill	35030.14
7. The family budget.		
Budget Ideas for Youth	Visual Ed. Consultants	21400

Unit XI

USING MATHEMATICS AS A WORKER AND CITIZEN

This unit and *Personal Mathematics* are, of necessity, interrelated and sections can be interwoven without disrupting any sequence. Most of the problems here will arise out of work situations and can be expanded, depending upon the background and employment of members of the class, to include other areas besides selling and pricing.

Objectives

1. To enable pupils to perform operations common to a variety of jobs.
2. To provide experiences useful in adjusting to the world of work.
3. To enable pupils to understand common statistical information.
4. To provide opportunity for further mastery of fundamental arithmetical operations.

Content

1. Mathematics of selling.
   a. Making change (addition method).
   b. Finding total cost of items from quantity and unit cost.
   c. Finding total cost from quantity and multiple unit cost (e.g., 3 for 25 cents).
   d. Finding cost of fractional items from unit costs and from multiple unit costs.
   e. Making out sales slips.
   f. Computing discounts.
   g. Preparing bills, receipts, invoices.
2. Inventories and prices.
   a. Counting by groups.
   b. Entering data on inventory records.
   c. Keeping a perpetual inventory.
   d. Computing inventory values from number of units and unit of multiple cost.
   e. Pricing by adding mark-up to cost.
   f. Computing mark-up from price and cost.

3. Symbols and formulas.
    a. Recognition of meaning of symbols commonly used, e.g., +, —, =.
    b. Using symbols in simple formulas as shorthand statements of rules.
    c. Using formulas on the job.

4. Statistics for citizenship.
    a. Meaning of majority, plurality, minority.
    b. Understanding political representation.
    c. Reading and interpretation of tables of figures.
    d. Computing averages and per capita figures.
    e. Reading and interpreting reports of price, production, and employment indices.

5. Mathematics at work.
    a. Estimating and measuring.
    b. Understanding the meaning and application of scale relationships.

6. Graph reading.
    a. Understanding the purposes and advantages of graphs.
    b. Reading and interpreting various kinds of graphs: pictograph, line, bar, circle, and object graphs.

Suggested Approaches and Practices

1. "Game" money can be used for practice in change-making. Pupils can take turns as salesmen and customers in a change-making situation. Members of the class can criticize technique.

2. Finding total cost of items, figuring discounts, totaling bills, etc., can be introduced through role-playing. The use of specimen sales slips, bills, invoices, receipts will reinforce a sense of purpose and reality. These operations provide opportunities for drill in fundamental operations through the use of problems.

3. The importance of careful checking in operations involving money should be stressed.

4. Actual counting and tallying by pairs, threes, tens, dozens, hundreds should be performed. Index cards can be used for this purpose to represent inventory units to be counted.

5. The provision of sample inventory cards or the use of pupil-prepared index cards in their place, will allow practice in entering inventory data.

6. Further drill on fundamental operations should arise out of problems of inventory and pricing.

7. Have pupils who work report on stock-taking practices used by their employers and on usual trade mark-up on items handled on the job.

8. The transition to symbols and formulas can be made by the development of a common formula used in business, e.g., $C = nr$ in which $C =$ total cost, $n =$ number of units, $r =$ cost per unit.

9. Guide pupils to a realization that they habitually use certain symbols. Why are they used? How are they more efficient than words?

10. State formulas first as rules in sentence form. Check pupil comprehension of the rule. Then show how the formula states it more briefly, is easily remembered, and suggests how to carry out the rule.

11. Choose formulas used in business in which pupils are employed or in activities in which they have hobby or occupational interest. Formulas of measurement have wide application. Electricity, business, photography, home nursing are other sources of simple formulas.

12. Coming elections can be used to motivate understanding of majority, minority, plurality. Class votes on preferences of any kind can be used to provide materials for computing the majority or plurality. Here is an opportunity to underline the rights of a minority.

13. Figures from an almanac can be used as the basis for questions such as: "How many people are represented by the two Senators from New York?" "How many by the two Senators from Hawaii?" "Why does Brooklyn have more representation in the City Council than Richmond?" "Does a Representative in Congress today represent more or less people than a Representative in Washington's time? Why?

14. A table showing the number of workers employed and the number unemployed in various years can be used to guide pupils to answer such questions as: "In which year was the greatest number of people employed?" "In which year was unemployment highest?" "Has the total number of workers increased or decreased since ....?"

15. The interpretation of per capita and average figures, as compared with totals, can be presented first in small numbers, resulting, for example, from a questionnaire filled in by members of the class on the number of hours per week devoted to watching television, the number of movies seen in a month, etc. Total for the entire class. How do we find the average? How many of the class watched TV for the average number of hours or saw the average number of movies? Later on, the class may go on to comparisons of total expenditures and of per capita expenditures for education in various states, etc.

16. Newspaper reports of the Consumer Price Index should be used to introduce the concept of the index as a measure of changes over a period of time. No attempt at construction of indices should be made. Simply the understanding that the index compares prices today with a certain period in the past, that an index of over 100 indicates prices are higher than in the original or base period, and an index of less than 100 indicates lower prices, is sufficient. The aim should be to equip pupils to understand the trends reported and to have some conception of the effects of the trend. What does a rise in the Consumer Price Index mean in terms of our standard of living? What does it tell us of the purchasing power of our money? What effect may it have on union wage demands?

17. Interpreting tables of figures and following trends of indices provides for a transition to the presentation of number information in graph form. Construction of graphs should not be pursued in any depth. The construction of simple graphs, such as a bar graph of class attendance for the week, may provide a desirable activity and reinforce ability to read graphs.

18. Graph reading should be approached as an exercise in reading. The importance of graphs in condensing information as another kind of shorthand should be pointed out. The reading of captions and legends should be carefully checked for comprehension.

19. The pictograph is the easiest type of graph to read and should be the first used. From pictographs the transition to bar graphs can be made by substituting bars for pictorial figures. Connecting the tops of bars in a graph by means of a continuous line leads to the line graph.

20. The opaque projector is an invaluable means of presenting sales slips, receipts, inventory cards, graphs, etc., to the class. Teachers may obtain graphs regularly from the National Industrial Conference Board, 460 Park Ave., New York 22. Class sets are sometimes available.

TEACHING MATERIALS AND PLANS

Topic: HOW TO READ AND CONSTRUCT GRAPHS

Plan/Worksheet A

The value of graphs to students on this program rests in that it translates numerical concepts and values into a visualized pattern from which judgments and deductions can be made. The emphasis is on reading graphs. To make them meaningful, it is suggested that the teacher select graphs without such difficulties as weighted or adjusted scales and involved decimal work.

The graphs should bear importance to relevant school and out-of-school learnings and activities.

This lesson presumes an understanding of scale from previous work. It calls for more than three periods of work.

Aims

1. To learn how to read and construct graphs.
2. To learn how graphs help us to understand number relations and trends.

Motivation

Introduce lesson with the idea that today we are going to learn about a special type of picture. Every picture tells a story. (Draw on board simple outline of a face showing sadness. Shape lips as inverted V.) For example, this face shows sadness. Today, we want to learn about a picture told by number and amounts. Look at this line of figures on the board: $10, $20, $30, $40, $50, $60. Does this tell you anything? (Guide students to note that we have a progression and increments of $10, but as isolated units on a line.)

Does the story I am about to tell you make the numbers more meaningful? Listen. William Fox worked from February to August, 1961, earning $60 per week. He saved $10 the first month and for every month thereafter saved $10 more than the preceding month. (Guide students to suggest how the line of figures above take on more meaning. Some of the suggestions will be: place the appropriate month under each amount, place 1961 under the amounts, draw some kind of line to show the difference in amounts.)

Procedure

1. *Constructing the graph* (bar) from the problem presented in motivation.
   a. The scale and size of the lines, the axis. Explore different possibilities based upon suggestions made by students and drawn on the board. Which suggestion is better? Why? How could we avoid constructing out-of-size graphs? How much space should we draw between February and March? March and April? Must there be a title for the graph?
   b. Students examine the completed bar graph on the board. What story does it tell us? Could we obtain a similar result if we remove the bars and use a line instead? Show how this can be done.
   c. As class assignment, students construct a bar or line graph based upon the following monthly savings during 1961 for Jack Stone:

February	March	April	May	June	July
$10	$20	$25	$25	$40	$55

2. *Interpreting graphs.* (Students receive copies of the graphs which follow.)
   a. Current Events.

STAGGERED WORK HOURS PROPOSED

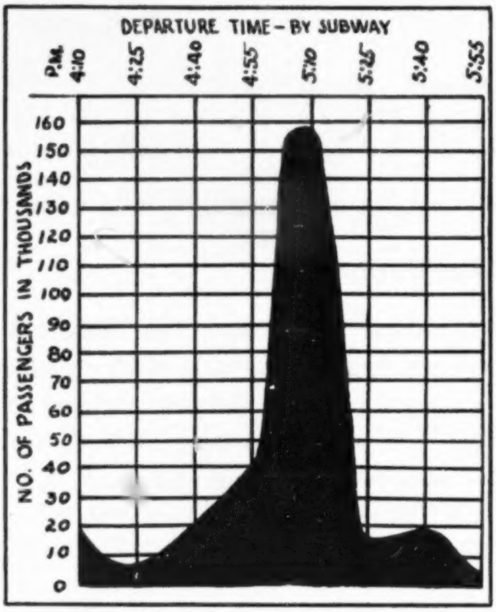
Why is this graph entitled "Staggered Work Hours"?

When is the peak rush hour?

To what group is this graph limited?

Does the story in this graph affect you or any member of your family?

Downtown-Lower Manhattan Transportation Study
N.Y. Herald Tribune, 2/16/61



b. Science in Daily Living.

AVERAGE LIFE EXPECTANCY (in the U.S.)

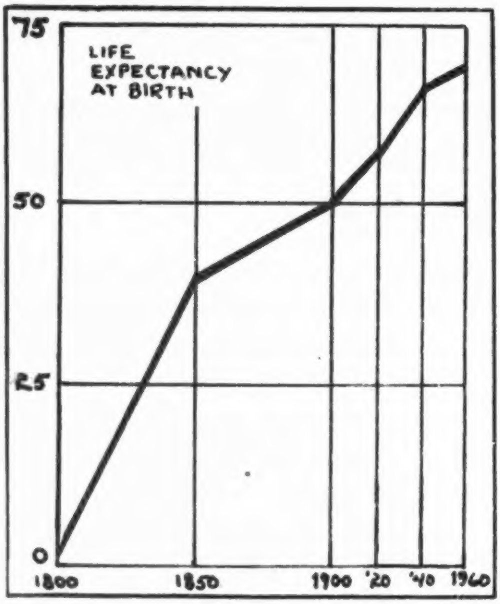
What is your life expectancy?

Why are the spaces separating the years uneven?

Could you tell whether the life expectancy is rising fast? slowly? at an even pace?

Where do you think the 1970 figure will be? Why?

N.Y. Times, 1/15/61



c. You as a Worker in Industry.

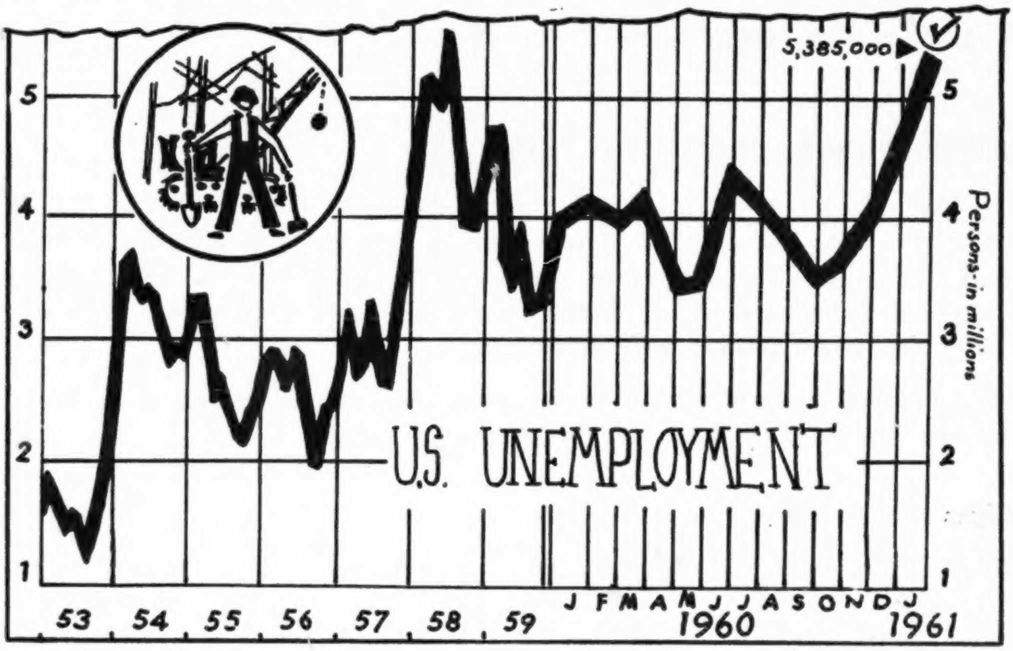
The graph (top of page 185) shows that:

Unemployment has gone up the last .... months of 1960.

The highest number of unemployed was reached in ....

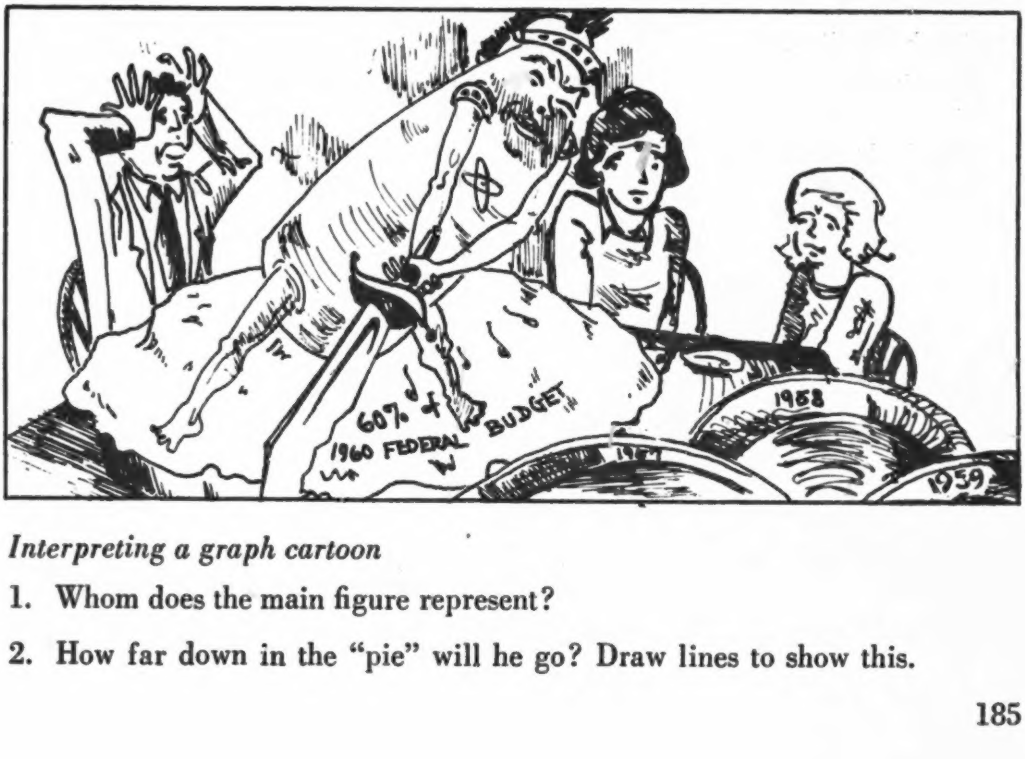
Each number in the vertical lines stands for ....

Why do you think it was important to mark off 1960 by months instead of using the same spaces as shown for the other years?



Associated Press Chart *Source: U.S. Department of Labor*

Follow-up



60% of 1960 FEDERAL BUDGET
1958
1957
1959

Interpreting a graph cartoon

1. Whom does the main figure represent?
2. How far down in the "pie" will he go? Draw lines to show this.

3. Why are the figures at the table so bewildered?
4. Do you think 1961's budget will be more or less than 60% for the main figure? Why?
5. How do these expenditures affect you?

INSTRUCTIONAL FILMS AND FILMSTRIPS

The films and filmstrips listed below have been approved by the Board of Education. The films are available from the BAVI Central Loan Collection or from local film centers. For annotations and additional information, see *Instructional Films and Tapes*, Curriculum Bulletin No. 14, 1958-59 Series; and the 1959 *List of Approved Filmstrips and Supplements.*

The numbered topics in column 1 correspond with those in the *content section of this unit* for which the film or filmstrip is appropriate.

Films

CONTENT TOPIC (and *Film Title*)	PRODUCER	RUNNING TIME (*Minutes*)
6. Graph Reading.		
Language of Graphs	Coronet	15

Filmstrips

CONTENT TOPIC (and *Filmstrip Title*)	VENDOR	ITEM NO.
6. Graph Reading.		
Bar Graphs	Bacon & Vincent	34870.11
Line Graphs	Bacon & Vincent	34870.12
Graphs in Daily Life	Bacon & Vincent	34870.13
Graphs Kit	Bacon & Vincent	34870

Unit XII
SCIENCE IN DAILY LIVING

The content in this unit has been selected on the basis of correlating the scientific subject matter which can evolve and grow from other units detailed in this bulletin. This content, of course, can be expanded within each unit and also can be broadened to include other units. SCIENCE IN DAILY LIVING is here presented as an example of an additional approach to add a strong, unifying element to the instructional material. The teacher should refer to appropriate sections of the basic *Course of Study and Syllabus in General Science for Grades 7, 8, 9* and to the *New York State General Science Handbooks* Parts I, II, and III, for suggestions for supplementary activities.

Objectives

1. To develop an understanding of basic scientific laws and principles which function in our daily living.
2. To understand the importance of science in the world of work.
3. To appreciate strides in our increasingly higher standard of living.
4. To develop and expand interests in hobbies which make use of science.
5. To develop problem-solving skills and attitudes coherent with scientific thinking: e.g., observation, experimentation, suspended judgment, evaluation, cause and effect relationships.
6. To develop an understanding of body structure and function.
7. To inculcate habits of procedure which will increase the efficiency and effectiveness of a worker.
8. To build or reinforce good behavior patterns which will protect the health and safety of the individual and those whose paths cross his.

Content

1. Your Use of Leisure Time (Unit VIII)

a. *Hobbies and recreation.*

1) What are the most common causes of accidents at an outing?
Poisoning: water, food, drugs.
Burns: sun, wind, fire.
Bone injuries: sprains, breaks.
Wounds: cuts, blisters.
Exhaustion: heat, fatigue.
Weather changes: squalls, storms.

2) What can be done to prevent such accidents?

Knowing when drinking water is safe.

   Diseases from impure water: typhoid, cholera, dysentery.

   Purification processes: filtration, aeration, chlorination, fluoridation.

   Our city sources for water.

Recognizing safe swimming areas.

Knowing how to foretell the weather.

   The condition of atmosphere during a particular period considering:

   Humidity, rainfall, air pressure, clouds, winds.

   Measurement instruments and senses.

   Climate as an average of weather over long periods.

Understanding how gases are important to us.

   The roles of oxygen and carbon dioxide.

   The dangers in air pollution from exhausts; and pollen grain count.

3) What can be done if such accidents happen?

4) How can we play to win?

Scientific principles in baseball (holding the bat, fielding a ball, etc.)

b. *Photography.*

1) What makes the difference between a good picture and a bad one?

Composition and arrangement.

Lighting.

Timing (light, film used, etc.).

Focus.

2) How can we improve the pictures we take?

Knowing how the camera works.

   The difference between reflection and refraction of light.

   How does a lens operate?

   Refracting light through a piece of glass, shaped to produce images.

   How light waves travel.

   Compare the camera with the most perfect optical instrument, **the eye.**

   The functions of the pupil, iris, lens, retina.

Selecting proper conditions: light, film, subject arrangement.

Careful processing.

c. *Airplanes — Constructing and flying models.*

1) What makes an airplane move forward? The function of wings, fins, stabilizers

2) How does a plane keep on a steady course?

3) Why do many planes have pressurized cabins?

4) What do these terms mean: jet, jet-prop, turbo-prop, ceiling, monoplane?

5) What safety tests does the Federal Government require?

d. *Field trips.*

1) Botanic Gardens.
How are plants useful to man?
Medicines. Shelter.
Clothing. Plastics.
How do plants manufacture food?
How do you distinguish plants by appearance and structure?
What does a natural resource mean?
Are plants, soil, forests renewable?
How do we improve the soil?
How can a person grow a successful garden?

2) Hayden Planetarium.
How do we know the location of heavenly bodies?
Why is astronomy becoming increasingly important?
Activities in missiles operation.
Space exploration.
Predicting weather.

2. Your Family Membership (Unit VII)

a. *Keeping yourself healthy.*

1) What is the meaning of energy? How is it measured?

2) Why is it important to have a balanced diet?
Foods for energy, cell growth and repair, and normal body function.
Foods to repair deficiencies.

3) How much exercise should you have?

4) How does the blood supply us with valuable materials to sustain life?

5) How can you protect yourself against infectious diseases? e.g., viruses, bacteria, fungi.

6) How can you protect yourself against non-infectious diseases such as dietary deficiencies, allergies?

7) What does "dressing properly" mean?
Good grooming.
Knowing clothing qualities (color, texture, moisture-absorbing properties).

8) How can the use of alcohol, tobacco, and narcotics be harmful?
The effect on bodily organs.
Impairment of efficiency of workers.

9) How can you make use of your local Health Department Clinic?
Tests.
Referrals.

10) How frequently should you have a physical check-up?

11) How can you help prevent tooth decay?

12) What is mental illness?
Difficulty in controlling emotions of fear, anger, jealousy, worry.
Inability to meet problems realistically.
Extreme feelings seriously affect bodily functions.

b. *Medical supplies for the home. First aid kits.*

1) When is it dangerous to medicate oneself?

2) What are the important drugs to keep on hand? When are they to be used?
Aspirin. Zinc oxide ointment. Laxative.
Sodium bicarbonate. Vaseline.

3) When is it safe to use left over drugs?

4) What is some important first aid and sick room equipment?

c. *Your dwelling.*

1) How does central heating operate?

2) How do you best ventilate an apartment?
Making use of conduction, convection, and radiation.
Knowing how to measure heat.
Using the best conductors of heat.
Knowing how evaporation affects the room.

3) What simple repairs can you make at home?
Replacement of a fuse. (The meaning of a short or overloaded circuit; and how the fuse breaks the circuit.)

Repairing an electrical plug.
Removing furniture and rug stains.
Replacing washers.
Repairing a bell.

4) What principles of science must be understood in making lasting and safe home repairs?

3. Language Arts (Unit II)

a. *Speech behavior in social living, job interviews, and oral class reports.*

1) How we breathe.
What are the organs of breathing?
How does TB affect the lungs?
What is meant by air-capacity?
How do enlarged tonsils and adenoids interfere with breathing?
Does posture have much to do with fatigue, emotions, digestion?

2) The production and transmission of sound.
How is sound caused? (The vibration of objects and the vibration of surrounding air.)
How do the vocal cords act as sounding instruments?
How does tension on the vocal cords affect pitch, quality, and loudness?
What comparison can be made between vocals cords and musical instruments?
What does frequency mean? In voice? In radio?
What are the best conductors for sound?
How do our military defenses depend upon studying reflected sound waves?
How is sound produced and transmitted on the telephone? (Mechanical vibrations converted to electrical pulsations.)

b. *The reception and detection of sound.*

1) How does the ear function as a receiver and transmitter?
Functions of outer ear, ear drum, auditory nerve.

2) What are the limitations of the human ear?

3) How does a hearing test operate?

4) How does sound give us important information?
Hum of the motor.
Heartbeat.
Explosion.
Earth upheavals.

5) How can you control the acoustics of a room?

6) How does a car muffler control sound?

4. You as a Worker in Industry (Unit V)

a. *The revolution in industry.*

1) How did early man use machines to make his life easier? (The simple machines: wheel and axle, inclined plane, classes of lever and pulley.)

2) Where do we make use of these machines today?

3) How do compound machines differ from simple machines?
Transfer of force by belts, gears, and chains.
The engine (gasoline, electric, jet, diesel, steam) as a compound machine.

4) Do we know what electricity is?

5) How can electricity be made? (Mechanical means, electrical)

6) How is electrical power measured?

7) How is electricity used to produce heat, light, and motion?

8) What is the latest form of energy?

9) Is the revolution in industry continuing?

10) How has the revolution affected production and labor methods?
Mass production.
Belt system.
Division of labor.
Automation.

11) What new opportunities do the inventions and discoveries bring to the workers?
The new industries: synthetics.
New machine skills.

b. *Protecting the worker.*

1) What employment hazards did the early factories have?
Child labor.
Poor lighting.
Chemical poisoning.
Fire hazards.
Unsanitary conditions.

2) What safeguards are employed today?
Operation of typical safety devices.
Principle and operation of fire extinguisher, automatic and manual.
Physical check-up.
Air and light.

5. Your Preparation as a Driver (Unit IX)

a. *What are the main parts of an automobile?*

b. *What supplies the force to drive an automobile?*
   Gasoline and the combustion process.
   The fuel pump.
   The conversion of heat.
   The meaning of horsepower.

c. *How do natural laws operate in driving?*
   Law of gravity, the force of attraction. (Auto rolling downhill)
   Law of friction — resistance of surfaces. (Braking, oiling)
   Potential energy changed to kinetic energy. (Car getting set in motion)
   Centrifugal force. (Tendency to lean toward center when making a curve to overcome centrifugal force)
   It takes less force to start an object slowly than to start it quickly.

d. *How do accidents result from ignorance of how these laws operate?*

e. *What effect does carbon monoxide have on the body?*

f. *How reliable are our senses?*
   Judging distances.
   Reporting an accident.
   Fatigue and coordination.
   Visual acuity, blind spot, color vision.

6. Our American Heritage (Unit I)

a. *How scientific is "race" prejudice?*
   The three basic groups: Negroid, Mongoloid and Caucasoid.
   Pigmentation and race. (Differences as forms of adaptations to environment, e.g., color.)
   Groups resemble each other more than they differ.
   Race has no relation to brain power. (Influence of environment on intelligence.)

b. *What are the scientific contributions of the following Americans:* Franklin, Burbank, Bell, Carver, Ford, Audobon, Edison, Wright Brothers, Salk, Sabin?

c. *How is our country blessed with a rich supply of natural resources?*
   1) Petroleum, coal, minerals, natural gas.
      How are they discovered?
      How are they brought in?
      What are their uses?
      What are the dangers in working these resources?

2) Plants, soil, forests, animals.
   Why must we have a conservation program for these resources?
   How are plant and animal life interdependent?
   How do we interfere with the balance of nature?

Suggested Approaches and Practices

1. Select simple experiments to add meaning and concreteness to scientific laws. Examples follow:
   a. Use a soccer ball and a set of scales to determine whether air has weight.
   b. Crack a nut with bare hands. Then use a nutcracker to illustrate a gain in force.
   c. Operate an auto-jack to show the advantage of an inclined plane.
   d. Observe construction taking place near school. What kind of a machine is the steam shovel? How does it dig in?
   e. The baseball bat as a lever. Why do some players "crowd" it?
   f. Use some alcohol on your hands. What is this cooling effect? Where is this principle made use of?
   g. Bring in old air filters for examination. Compare with new filters. Account for the difference.
   h. Use pressure cooker to show that water can be heated beyond 212°F by increasing pressure.
   i. Fill a cup with boiling water and insert spoons of same size but of different substances. Which spoon is easy to handle? Which spoon is too hot?
   j. Produce an electric current by moving a wire coil in a magnetic field to indicate a basic principle of the generator.
   k. In helping to illustrate reflection of light rays, use a bouncing ball. Bounce ball at right angle to floor, observe the direction of the return. Bounce it at an angle and observe the direction.
   l. In studying sound production, place fingers on windpipe as you talk and feel the vibration.
   Pluck a taut rubberband to produce sounds. When is the sound deep?
   Bring in a whistle for calling dogs. Why can't you hear the sound? (Vibrations more than 30,000 per second can't be heard by human ear.)
   m. Rub 2 small blocks of metal together. What do you observe? Add some lubricant and notice the difference. What use is made of this principle in the machine shop at school? in the automobile?

(A valuable source for additional simple experiments and related activities can be selected from "General Science—Grades 7, 8, 9.")

2. Reading experiences.

   a. The leading electric corporations (GE and Westinghouse) have prepared a number of comic books and poster material which can be used to great advantage. They have a direct and immediate appeal. Here, too, it is suggested that the material be examined carefully in advance to omit very technical treatments and to provide explanations, in advance, of more difficult portions. In the case of the comic books, the face sheets provide excellent motivation before reading. A short-type test or drawing is a valuable device after the reading experience. It is suggested that efforts be made to secure class sets of the material (free).

      Some of the intersting comic books are "Adventure into the Past," "How Does It Work," "Adventures in Electricity."

      The GE Progress Posters are very well illustrated with large photographs and drawings, attractive and stimulating, on new advances. The text is very short but in many cases word study will have to precede examination of the poster. Experience has shown that it is useful to cover the following areas in using the posters: word study, drawing of picture or diagram, application to work and hobby, and effect on the standard of living. Some of the posters which have high learning potential to the future dropout are: Return From Space, Refueling Jets in Mid-Air, Ultrasonic Waves, Diamonds by the Pound, Atomic Plane, Business Built on Sands, Story of Ceramics, Cross Country X-Ray, Car Plane of the Future, and Ten Milestones in Engineering.

   b. "Adventures in Living" (Lovrien, M., Potell, H., & Bostwick, P.—Harcourt, Brace & Co.) contains a number of fine short stories and sketches, adapated to remove reading obstacles for reluctant readers, which correlate with work in science. For example: How I Learned to Fly, Snake Collector, John J. Audobon, Do You Fear the Force of the Wind?, Wheels in His Head. Each selection is followed by a variety of exercises and activities.

   c. The daily newspaper offers many opportunities for motivating science studies or organizing lessons on the particular clippings. In many cases this may mean rewriting or adapting the material as has been shown in the social studies section of this guide. One day's newspaper events, for example, contained the following items: Missile Warning

System To Be Rushed By A Year, Tobacco Sprays Lead To Cancer Clue, G.I.'s Off To Install Atom Plant Under Ice Cap, Four Jets A Day To San Francisco, 500,000 Drink Well Water High In Radium.

3. Oral reports based upon school service assignments of student and work programs. Students relate their experiences and explain the rules operating in such service assignments as setting up material for laboratory experiments, operation of the mimeograph machine, and handling the science section of the library. Work experiences, where there is a connection with science study, are very rich in material and can be very stimulating. Thus, one student who worked for a time clock company brought many of his tools to class and gave an interesting talk followed by discussion on the scientific applications of his job.

4. Students plan a filmstrip on a particular science lesson which can make use of the school facilities. For example, "Science In Our Classroom," "Safety and Science In Our School." Where a camera is available, the planning takes on broader aspects leading to completion and showing.

5. It is suggested that use be made of facilities close to the school for field trips. Such trips are especially useful because they concern the job orientation of the students in addition to studying applications of science. In the area of one particular school there were opportunities to visit a generator plant, a clothing company, a manufacturing establishment for special TV tubes, and a printing company. It is wise to plan in advance for the trip by organizing a set of questions specific to the place visited. For example: What use is made of skilled labor in a clothing company? How does electricity make the work easier? How do you judge grade of clothing? How is clothing stored?

6. Simple projects. For example, making a periscope by using a cardboard box and mirror; making a simplified planetarium by painting stars on an opened black umbrella.

7. Have students engage in elementary science experiments detailed on pp. 26-30 in *New York City Air Age Institute Source Book* (Curriculum Research Report). Although some of the experiments are suitable for elementary schools only, the vast majority can be used and adapted for secondary school use. The experiments deal with the theory of flight; jets, rockets, and space travel; and understanding weather and its relation to flight.

TEACHING MATERIALS AND PLANS

Topic: HURRICANES—WHAT DONNA DID TO THE UNITED STATES

Plan/Worksheet A

This lesson is in the form of a worksheet which involves a variety of activities relating to a current event It was used during the same week the hurricane hit the eastern coast, had a maximum of immediacy and interest, and offered many learning possibilities. This particular lesson could be used as a base from which to expand other lessons for similar occurrences during the year on our continent or elsewhere; or as an example from which lessons can be built on important current events in areas other than science.

Aims

1. To develop an understanding of how hurricanes are formed.
2. To learn how man provides protection against hurricanes.
3. To share concern and compassion at the tragic losses sustained.
4. To interpret a simple graph.

Motivation

1. How did the hurricane affect you?
   a. Coming to school.
   b. Going to work.
   c. Damage to your home.

   (Students living near water areas can offer important observations during this discussion.) Towards end of discussion, arrive at a definition of a hurricane based upon observations. Let's check our definition and, in addition, find the answers to the following:
      1) How are hurricanes caused?
      2) How often do they occur?
      3) What is the general direction of a hurricane originating in the Caribbean area? Why?
2. What help can we give the victims of the hurricane? Use photograph from newspaper to emphasize the problem. Discuss the functions of city agencies like the Health Department and Department of Public Works; and the important part played by the Red Cross.

   Do you know people in your neighborhood who were hard hit? How did friends and neighbors help them?

   To lead into the reading assignment which follows, present the following questions to the class:

a. Should we be prepared for such occurrences?
b. How often do they happen?
c. Is it possible for us in New York to get a warning signal?
d. Why do they start in the Caribbean area?

Read and answer the questions on the worksheet which you will receive.

Hurricanes (What Donna Did to the United States)

HURRICANE RIPS N.Y. CITY, THOUSANDS FLEE SUBWAYS, TRAFFIC AND POWER DISRUPTED

Mrs. Ida Mackey of 332 Beach 66th Street sat in the dining room of her new two-family house. Sitting with her were the Landolfis children who were flooded out of their basement apartment. She sat by candlelight drinking coffee telling how she thought everything would be all right until 1:30 yesterday afternoon.

N. Y. Herald Tribune 9/13/60

"From 10 to 1:30 we had just wind and rain. Then the water started to come in through the bricks. The plumbing in the bathroom began to back up. It all happened so fast. Everything in the garage is ruined. The freezer was floating."

Joseph Mackey Jr. left his job early because he was worried about his wife. "The 'For Sale' sign goes up in the morning," he said bitterly. "Everything is ruined. We just put a new $400 rug on the floor. When I got home the water was up to my waist. I don't care if I have to give the house away."

N.Y. Post 9/13/60

HURRICANE DONNA

What does "hurricane" mean?

Hurrakan was the thunder and lightning god of some of the Mayan Indians and "Hurracan" was the name Indians gave to the cyclonic winds that hit the Caribbean almost every year. Hurricanes are generally formed along the doldrums — the broad belt of warm, moist air north of the Equator. When cool air from the north meets the front of warm air from the Equator, under conditions not yet clear to meteorologists, violent winds are produced.

August and September are the worst months for hurricanes. The last serious hurricane to hit the U.S. was Audrey in 1957. It took a toll of almost 400 lives.

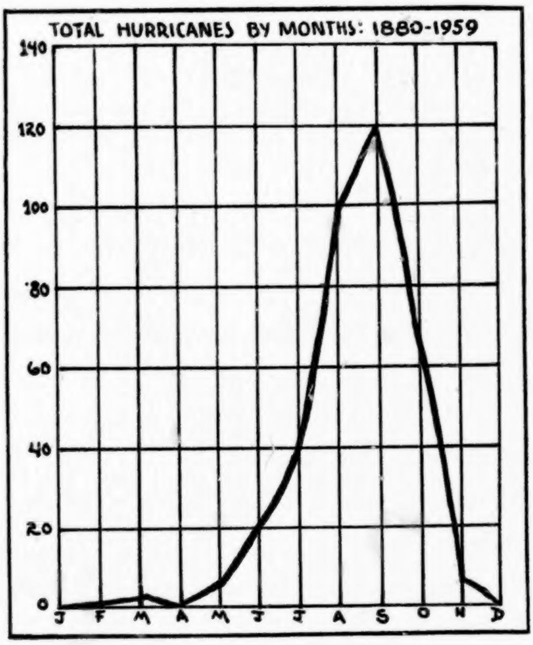
So far, in 1960, there have been four hurricanes — Abby, Brenda, and Cleo, which did little damage, and Donna.

Donna was first spotted on September 2, more than 1200 miles southeast of San Juan, Puerto Rico, moving northwest at about 10 miles an hour. Then it hit the southeast coast of Puerto Rico where winds of more than 140 miles an hour and torrential rains left more than 100 persons dead. As Donna slowly moved west, hurricane warnings alerted Florida from Cape Canaveral to Key West. When Donna struck Florida, Miami Beach and area suffered severely; roads were flooded, buildings and homes shattered, communications and power systems destroyed. But the area was prepared, and most of the residents had heeded repeated warnings to evacuate the coastal sections.

N.Y. Times 9/11/60

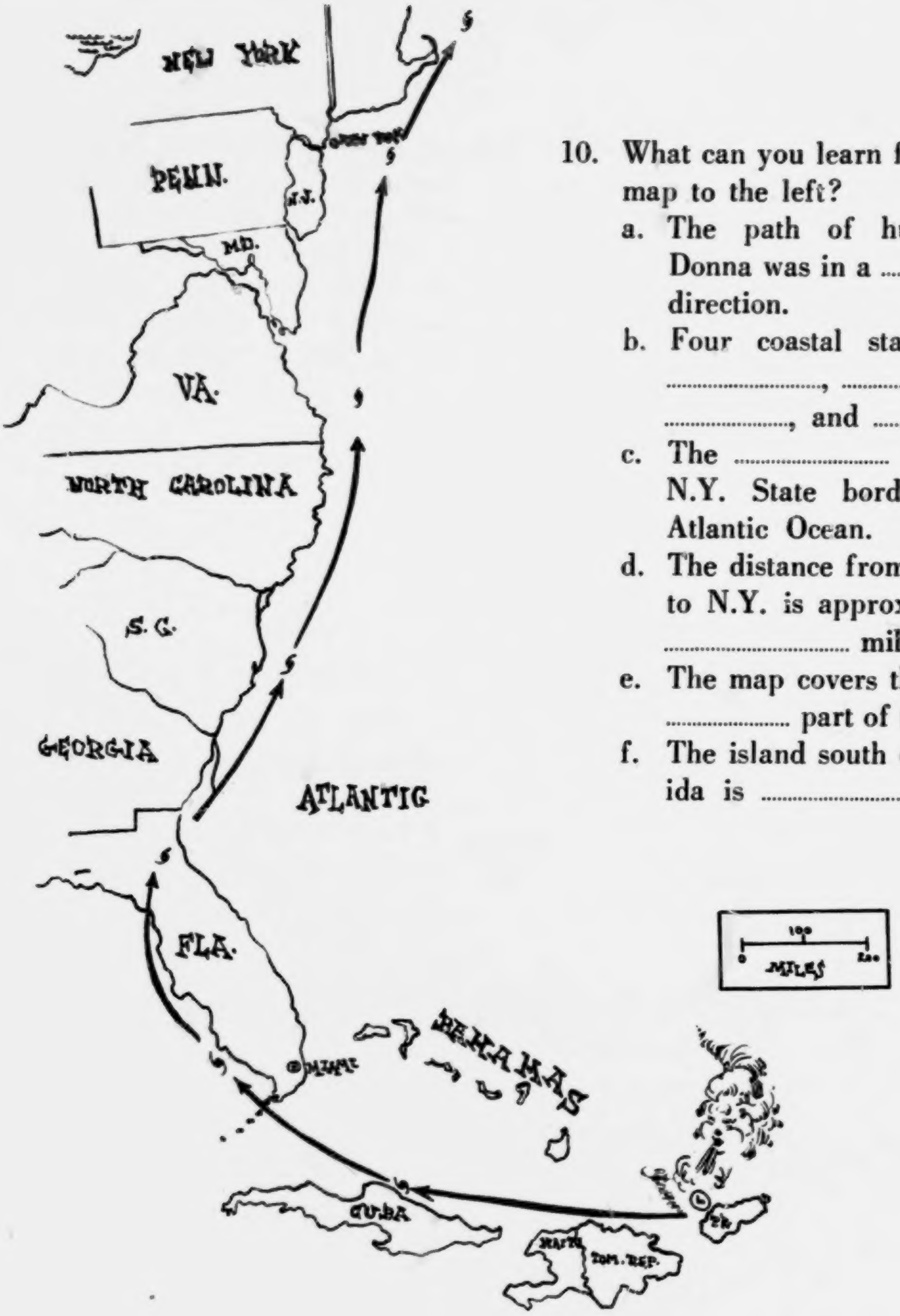
Quiz

1. Hurricanes could be described as .... winds.
2. Hurricanes take place when .... air meets .... air.
3. They are first spotted in the .... area.
4. Why are coastal sections most dangerous at the time of hurricanes?
5. Do all hurricanes do tremendous damage?
6. List 3 of the main damages suffered.
   a. ....
   b. ....
   c. ....
7. In spite of all the terrible damage inflicted by hurricanes, why do people continue to live near coastal areas?
8. How was Florida able to escape more serious damage?



HURRICANE SEASON

9. Study the graph to the left.
   a. It covers hurricanes for the last .... years.
   b. It shows that most of the hurricanes occur in the month of ....
   c. During what months do we have the least number of hurricanes?
   d. Does the graph show how many hurricanes took place in October, 1959?
   e. Approximately how many hurricanes are covered in this graph?


NEW YORK
PENN.
N.J.
MD.
VA.
NORTH CAROLINA
S.C.
GEORGIA
ATLANTIC
FLA.
MIAMI
BAHAMAS
CUBA
HAITI
DOM. REP.
100
0
200
MILES

10. What can you learn from the map to the left?
    a. The path of hurricane Donna was in a .... direction.
    b. Four coastal states are ...., ..., ..., and ....
    c. The .... part of N.Y. State borders the Atlantic Ocean.
    d. The distance from Miami to N.Y. is approximately .... miles.
    e. The map covers the .... part of the U.S.
    f. The island south of Florida is ....

11. The following words are from "Hurricane Donna." Circle the word or words which best explain their meaning.
    a. *Doldrums* — Musical instruments, lung sickness, a puzzle, a section of warm air near the Equator
    b. *Toll* — Cost, story, message
    c. *Torrential* — Heavy, bull fighter, light, broken
    d. *Heeded* — Forgotten, paid attention to, planted, heard
    e. *Evacuate* — Enter, leave, vacation
    f. *Meteorologists* — Scientists who study weather, spacemen, scientists who dig up old ruins

Discussion and Application

Return to the questions presented in the motivation for checking and elaboration.

Assignment

Students are to bring in pictures or statements from newspaper reports on the hurricane to append to appropriate section of worksheet. They are to be prepared to explain their meaning and why they were appended to particular sections.

Topic: MAN-MADE DIAMONDS Plan/Worksheet B

This lesson is based on the use of three GE Progress Posters (4/1/55, 3/1/57, 11/1/57; Man-Made Diamonds, Lab-Made Materials As Tough As Diamonds, Diamonds by the Pound) which detail by illustrations and short texts this phenomenal research discovery. They are most appropriate for learning because the illustrations are large and striking, and the accompanying text is clear and brief without entering into involved procedures and explanations. In addition, the availability of three posters on the same subject, provides an interesting and exciting opportunity for the student to make judgments by comparison on such phases as speed of research and applicability. Arrangements can be made for each student to have copies of these posters to be used as his text-research.

Aims

1. To understand how diamonds are formed by nature.
2. To appreciate the increasing functions of diamonds in our industrial world.
3. To understand how man tries to duplicate nature in producing diamonds.
4. To correlate our strides in defense industries with the diamond industry.
5. To appreciate the speed of industrial research.

Motivation

1. Remove the lead from a lead pencil and place next to a diamond. Students are presented with the fact that both diamond and graphite are of the same family, the same "stuff," graphite. Yet, what are some of the main differences? (Color, hardness, uses.) As the discussion follows, the following questions arise:

How are diamonds formed?
Could man duplicate nature to manufacture diamonds?

Place these questions on the board. Students will read and study the posters to obtain the answers.

2. Select a student wearing a sweater. What kind of material is this? Natural or artificial? Another student examines the label. This can continue to cover a number of items: ties, penholders, athletic supplies.

   Lead to questions:
   Is it possible to make man-made diamonds?
   How is our daily living affected by diamonds?

Word Study: abrasive, intact, identical, duplicate, atom, structure, carat, artificial.

Read and study the text (Progress Posters)

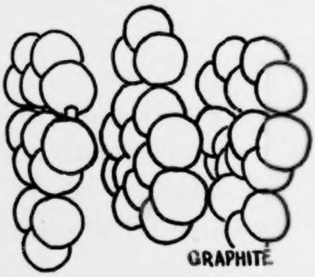
Discussion and Application

Study the posters carefully.

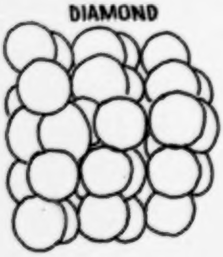
1. How many years did it take to make the production of diamonds practical? How did you arrive at your answer?
2. Compare the 4/1/55 and 11/1/57 posters. Does the title for the 11/1/57 poster show that production of artificial diamonds is no longer a problem?
3. How are diamonds used in the following?
   a. Automobile industry.
   b. Airplane industry.
   c. Missiles industry.
   d. Items in this classroom or shop.
4. Why is it important for us to have a domestic source of supply?
5. Suggest new titles for the posters. Explain why you selected them.

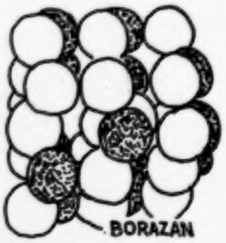
Important Learnings

1. Nature forms diamonds by subjecting carbon atoms to extreme heat and pressure.
2. The carbon atoms in graphite are loosely tied together; in a diamond crystal, the atoms are formed much tighter.


GRAPHITE

DIAMOND




BORAZAN

3. Man duplicates nature by pressures in excess of 1,000,000 pounds per square inch and temperatures over 5,000°F on borazon, similar to the atom structure of graphite.
4. Modern uses for diamonds:
    a. Drills. (To bore hard rocks)
    b. Dies. (Tool industry)
    c. Wheels. (Diamond crushed to dust is manufactured into grinding wheels to sharpen cutting tools and grind lenses.)
    d. Diamond dust to polish other gems.

INSTRUCTIONAL FILMS AND FILMSTRIPS

The films and filmstrips listed below have been approved by the Board of Education. The films are available from the BAVI Central Loan Collection or from local film centers. For annotations and additional information, see *Instructional Films and Tapes*, Curriculum Bulletin No. 14, 1958-59 Series; and the 1959 *List of Approved Filmstrips and Supplements.*

The numbered topics in column 1 correspond with those in the *content section of this unit* for which the film or filmstrip is appropriate.

Films

CONTENT TOPIC (and *Film Title*)	PRODUCER	RUNNING TIME (*Minutes*)
1a. Hobbies and recreation.		
Artificial Respiration	Seminar Films	6
Basic Camera, The	United World	15
Clouds	United World	10
Problems of Flight	E.B.	10
2a. Keeping yourself healthy.		
Alimentary Tract	E.B.	11
Getting Ready Physically	Coronet	11
Arteries of Life	E.B.	10
Attitudes and Health	Coronet	11
Bacteria, Friend or Foe	E.B.	11
Basic Fibres in Cloth	Coronet	11
Body Defenses Against Disease	E.B.	11
Care of the Feet	E.B.	11
Control of Body Temperature	E.B.	11
Digestion of Foods	E.B.	11
Distributing Heat Energyy	E.B.	11
Exercise and Health	Coronet	11
First Aid on the Spot	E.B.	11
Functions of the Body	United World	17
Fundamentals of Diet	E.B.	11

Healthy Lungs	Coronet	11
Hear Better — Healthy Ears	Coronet	11
Heart, The	Almanac	11
Help Wanted — First Aid	Johnson & Johnson	26
How Our Bodies Fight Disease	E.B.	8
Human Body, The: Skeleton	Coronet	14
3a. Speech behavior in social living, job interview, and oral class reports.		
Air in Action	Coronet	11
Development of Communication	E.B.	11
Improving Your Posture	Coronet	11
4a. The revolution in industry.		
Age of Specialization	McGraw-Hill	13
Atom and Industry, The	E.B.	11
Building with Rain	Puerto Rican Comm.	12
Electromagnets	Y.A.F.	10
Energy and Its Transformation	E.B.	11
Fuels and Heat	E.B.	11
Gravity	Coronet	11
5. Your preparation as a driver.		
Automatic Transmission	Ford Motor Co.	10
Battery Electricity	McGraw-Hill	12
Care of the Car	Ford Motor Co.	12
Friction	Arco Films	12
Inertia of Motion	Arco Films	11
Inertia of Rest	McGraw-Hill	12
Laws of Motion	E.B.	13
6c. How is our country blessed with a rich supply of natural resources?		
Birth of Our Soil	E.B.	10
Conservation of Natural Resources	E.B.	11
Conservation Road	Inst. Films	22
Energy in Our Rivers	Coronet	11
Forest Produces, The	E.B.	11
Petroleum	E.B.	11
River, The	United World	32

Filmstrips

CONTENT TOPIC (and *Filmstrip Title*)	VENDOR	ITEM NO.
1a. Hobbies and recreation.		
Safety in the Water	McGraw-Hill	25160.22
Pictures in the Sky	Bowmar, Stanley	36245.13

Astronomy Through the Ages	E.B.	36830.1
Barometers and the Weather	Jam Handy	37300.17
Climate	Jam Handy	39340.1
What Is Weather?	Jam Handy	39340.13
What Makes the Weather?	Jam Handy	39340.14
Purifying Drinking Water	Scribner's, Charles	40720.15

2a. Keeping yourself healthy.

Your Blood System	Bacon & Vincent	25400.12
Louis Pasteur	Eye-Gate House	50040.18
You and Your Growth	Jam Handy	21790.16
Keeping Myself Healthy and Safe	McGraw-Hill	21800.33
Body Care and Grooming	McGraw-Hill	24290
Body Fights Bacteria	McGraw-Hill	24295
Eat Well, Live Well	McGraw-Hill	24570.1
Essentials of Diet	McGraw-Hill	24570.11
How Food Is Digested	McGraw-Hill	24570.12
The Nutrients in Food	McGraw-Hill	24570.14
Fit as a Fiddle	McGraw-Hill	24650.11
How Your Ears Work	Jam Handy	24690.11
Your Teeth and Their Care	Jam Handy	24690.14
Your Skin and Its Care	Jam Handy	24690.15
Heart and Circulation	E.B.	24800.15
Your Responsibilities in First Aid	McGraw-Hill	24530.1
First Aid in Common Emergencies	McGraw-Hill	24530.17

3. Language arts.

Mechanisms of Breathing	E.B.	24800.35
Posture and Exercise	E.B.	24800.37
Respiratory System	Bowmar, Stanley	37780.11
Wonder of the Telephone	Eye-Gate House	40500.13

4a. The revolution in industry.

Simple Machines	Jam Handy	35860.23
Magnetism	Jam Handy	36450.1
Gasoline Engines	Bacon & Vincent	37140.11
Mechanical Movement	Bowmar, Stanley	37450.1

6c. How is our country blessed with a rich supply of natural resources?

The Soil	Jam Handy	38370.13
How Man Used the Soil	E.B.	39530.14

Unit XIII

DEVELOPMENT OF SALABLE SKILLS

In addition to general education, it is important for students, especially those on a work-study program, to make a direct link with the world of work through training in salable skills. The design and scope of the particular areas to be covered, as well as the time allotments and flexibilities, will depend upon the facilities available in the schools and programming factors. The ideal situation is to encompass more than two areas a term.

To a great extent, this unit bears similarities to the exploratory, tryout shops which have been used with much success in the vocational schools. The difference here is that the direction is on the development of basic skills and operations, the assumption being that all jobs, manual or white-collar, part-time or regular, require skills. In the competition of the employment market, the student who has that little extra skill, knowledge, and training is in a more advantageous position to secure and keep employment and to advance on the job. It affords him the opportunity to feel more confident and important.

Modification in the content outlined below may be on the bases of interests and needs arising from present or foreseeable work experiences and the picture of the job market in New York City at a particular time. Thus, recent studies made by the New York State Division of Labor (*Job Guide for Young Workers in New York City*) show that where there is a downturn in business, opportunities in the service trades go to the unemployed experienced workers; that opportunities are good for young men with some training in repair service for radio and TV, automobiles, and washing machines; that the largest segment of employment opportunities is in industrial work for those with mechanical or manual interests and skills.

Within each of the content areas there is an interweaving of different types of work: manual, operative, white-collar, clerical, servicing, and selling.

Objectives

1. To understand the basic operation and procedures of business.
2. To gain skill in basic business practices and office machines operations.
3. To learn the identification and operation of the more common tools used in basic materials, such as wood, metal, and plastics.

4. To engage in manipulative experiences and processes at the level of interest and work needs of the students.
5. To gain proficiency in fundamental household maintenance and repair.
6. To stress the basic safety and hygienic habits and practices in school, home, and community; the safe and correct use of tools, machines, ladders, as well as the human body.
7. To correlate the learnings in this unit with other subject areas such as Language Arts, Mathematics, Family Membership, Consumer Activities, Success on the Job, and Science in Daily Living.

Although circumstances (e.g., programming limitations) may dictate that some students study an area not directly related to their present or contemplated work experience, there is a sufficient number of elements common to all the content areas detailed below to make the learning meaningful and useful. These elements are:

1. Measuring.
2. Estimating.
3. Care of tools/office supplies.
4. Neatness.
5. Safety precautions.
6. Planning.
7. Working alone.
8. Working as part of a team.
9. Maintaining machines.
10. Relating to employer, supervisor, or foreman.
11. Trade or job vocabulary.
12. Evaluating.
    a. Checking.
    b. Trouble shooting.
13. Basic tools.
14. Fitting one job into other related jobs.
15. Workshop assembly.
    a. Counting and sorting.
    b. Folding.
    c. Weighing and sorting.
    d. Packaging.
    e. Assembling.

Content

1. Clerical and distributive trades. (The fastest growing occupational field)
    a. Indexing and filing. (Folders, cross reference, alphabetical, numerical, geographical)
    b. Handling the mail and using postal information.
    c. Meeting callers.
    d. Transporting messages and goods.
    e. Using forms and records: bank, business, stock, and personnel.
    f. Using standard office procedures.
    g. Using the telephone and taking messages.
    h. Operating office machines and equipment: stencil, liquid duplicator; stapler; postal scale; switchboard; sealing and stamping machines.
    i. Wrapping.
    j. Selling.

2. Household maintenance and repair.
    - a. Simple electrical repairs: replacing wires on lamps, replacing switches, fuses, repairing plugs, bells.
    - b. Puttying windows.
    - c. Replacing washers on plumbing facilities.
    - d. Elementary painting.
    - e. Removing furniture and rug stains.
    - f. Elementary plastering.
    - g. Setting up an antenna.
    - h. Replacing locks.

3. Woodworking.
    - a. Measuring and sawing.
    - b. Using common handworking hand tools.
    - c. Operating basic power machines.
    - d. Preparing wood for joining.
    - e. Assembling.
    - f. Finishing and painting simple furniture projects.
    - g. Reading and analyzing simple plans.

4. Metal work and light fabrication of plastics and metal.
    - a. Repetitive operations.
    - b. Grinding.
    - c. Polishing.
    - d. Filing.
    - e. Drilling.
    - f. Assembling and sorting.
    - g. Fastening.

5. Service and mechanics' industries. (Building maintenance, restaurants, dry-cleaning plants, service stations including automobile and aircraft)
    - a. Cleansing.
    - b. Polishing.
    - c. Stock taking.
    - d. Pressing.
    - e. Serving.
    - f. Lubrication.
    - g. Basic repair services for radio and TV, automobile, household appliances.

Suggested Approaches and Practices

1. Plan with the students, organization of toolroom/office. What materials do we need? How much room do we have? Where should they be placed? This lesson involves measuring, observation, estimation, learning the principles of scale, and the importance of lighting and ventilation. In addition, students prepare a trade/office vocabulary for tools and materials. Students draw a rough plan of the room they work in.

2. As an exercise in filing, arrange for the students to do some of the filing chores for the school office (e.g., inventory cards for materials, class cards) in the classroom. Motivate first with two similar sets of files on the desk; one alphabetized, the other in no special order. Two volunteers locate a certain card. Time each. Why is there such a difference in time required to locate the card? If you were working in an .... office, when could improper filing or improper alphabetization lead to a serious problem? Did you ever have such an experience? Set up three files for this room/shop, e.g., tools, job sheets, students' records.

3. Devote a particular time of the week for problems students meet in their work experience. Some of the values are: training in stating the problem (using the blackboard or object if necessary), analyzing the problem with the class, solving it cooperatively. It also makes a direct connection between school and the world of work.

   This time could also be used for students to present their success in working out particular problems:

   a. How to wrap odd-shaped packages.
   b. How to rectify a mistake made in taking a telephone message.
   c. How to handle a difficult caller or a caller without an appointment.

4. Secure in advance, mimeographed company material from a student who is employed. Why didn't .... Company have this material printed instead of mimeographed? When does your company issue mimeographed material? printed material? Does our school make use of the duplicating machine?

   Arrange to take the class to the school office to show how the machine operates. Students take turns in production of stenciled materials. The process should be taught step by step — not advancing until each student has mastered each step.

   On return to the class, students plan an instruction sheet on mimeographing — "Do's and Don't's."

5. Arrange for a visit to the place of employment of one of the students who knows his place or department well and will act as a guide. Class plans in advance what to look for and questions they want answered. This will give the student guide an opportunity to prepare in advance and where necessary and convenient, to discuss the project with his superior. For example, in a scheduled visit to a stationery concern, some of the main questions might be:

   a. What are the main items the company handles?
   b. What is its source of supply?
   c. How does it keep check on what has been sold? what is left?
   d. How does it classify and arrange its stockroom for easy handling?

e. How is an order taken? Listen in to a conversation. Watch what is written down.
f. Is speed important? Why?
g. How do you wrap the very bulky packages?
h. How do you arrange personal deliveries for speed and ease?

On return to the class or shop, the information is organized and reviewed for note taking and building up a class occupational handbook. There are related activities connected with committee work and duplicating.

6. Students are requested to bring in the daily newspaper for this lesson. A search is made for advertisements and clippings which illustrate and connect with the salable skill being studied. These are pasted on individual posters, neatly arranged with captions and explanatory statements attached. This exercise gives added importance to the skill being studied, relates to current events, and affords practice in a simple research skill.

7. From time to time, the school will present simple repair problems within an area studied, requiring some form of trouble-shooting and solution. The class can be organized in the form of small rotating committees to observe how the problem was repaired and, in some cases, participating. A report is later given to the class as a whole. Some of these tasks will require help or supervision from the custodian's office. Students are encouraged to oral expression and use of the blackboard. Commendation and ratings are, of course, given. Some of these repair problems and office problems might be:
   a. Broken plasterboard wall.
   b. Jammed stapling machine.
   c. Tracing lost mail.
   d. Broken roller map.
   e. Puttying a window.

8. Make provision for an exhibit of meritorious work in a section of the shop, classroom, or school library. Some examples might be: stenciled work, polished candelabra, job analysis, sheet (with drawing) of a repair job.

9. Develop reading exercises based on printed matter directions, ingredients on labels of supplies in the particular area of salable skill. This will add to building up the skill or trade vocabulary.

10. Estimate the cost of a home repair job. How do you make sure you will not lose money? Factors to take into account are: source for buying materials, quantities of material, wastage, time to complete job, profit anticipated, cost of helpers.

INSTRUCTIONAL FILMS AND FILMSTRIPS

The films and filmstrips listed below have been approved by the Board of Education. The films are available from the BAVI Central Loan Collection or from local film centers. For annotations and additional information, see *Instructional Films and Tapes*, Curriculum Bulletin No. 14, 1958-59 Series; and the 1959 *List of Approved Filmstrips and Supplements*. Pages 307-322 of *List of Approved Filmstrips* is very valuable for a comprehensive, extensive listing of specific machine operations, tools, servicing, and safety precautions.

The numbered topics in column 1 correspond with those in the *content section of this unit* for which the film or filmstrip is appropriate.

Films

CONTENT TOPIC (and *Film Title*)	PRODUCER	RUNNING TIME (*Minutes*)
1. Clerical and distributive trades.		
Importance of Selling, The	E.B.	20
It Must Be Somewhere	Remington-Rand	28
Office Courtesy	E.B.	12
Office Teamwork	E.B.	12
Selling as a Career	Coronet	11
Bookkeeping and You	Coronet	11
2. Household maintenance and repair.		
Electric Circuits	Arco	12
Elements of Electrical Circuits	E.B.	11
Home Electrical Appliances	E.B.	11
Painting and Decorating	Mahnke	11
Pipes in the House	Churchill-Wexler	20
3. Woodworking.		
It Didn't Have to Happen	Intern. Film Bureau	13
Joining and Gluing	McGraw-Hill	25
Wood Finishing	McGraw-Hill	20
Woodworking	E.B.	11
Working Safely in the Shop	Coronet	10
4. Metalwork and light fabrication of plastics and metal.		
Machine Maker	E.B.	11
Mechanical Aptitudes	Coronet	11
Simple Machines	Coronet	11

5. Service and mechanics' industries.		
Lubrication	U.S. Bureau of Mines	30
Safe Driving: Car Maintenance and Care	Coronet	11

Filmstrips

Content Topic (and *Filmstrip Title*)	Vendor	Item No.
1. Clerical and distributive trades.		
Petty Cash Systems	Bowmar, Stanley	20620.13
Proper Handling of Checks	McGraw-Hill	20630.11
Secretary as a Receptionist	McGraw-Hill	20630.12
Cash Registering Made Easy	Variety Store Merch.	20636
Counter Care	Variety Store Merch.	20645
Succeeding in Your Careers	McGraw-Hill	20670.1
Looking at Business Careers	McGraw-Hill	20670.11
Handling Difficult Customers	Variety Store Merch.	20690
Knack of Easy Wrapping, The	Variety Store Merch.	20720
Let's Look at Your Job	Variety Store Merch.	20740
Sale and How to Make It	Variety Store Merch.	20800
Step into the Customer's Shoes	Variety Store Merch.	20870
Adjusting to the Job	McGraw-Hill	20830.11
Filing, Finding and Follow-Up	McGraw-Hill	20831.11
2. Household maintenance and repair.		
Don't Be a Jerk: Safe Practice with Electrical Equipment	Bowmar, Stanley	24440
Protecting Your Eyes at Work	McGraw-Hill	25030
Home Electrical Appliances	E.B.	37400.12
Safe and Sure with Electricity	McGraw-Hill	39000
5. Service and mechanics' industries.		
Refrigeration	Harcourt Brace	37590.17
Radio and Electronic Symbols	Bowmar, Stanley	37450.15
Fixing a Flat Tire	Eye-Gate House	22480.1
The Gas Station Attendant	Eye-Gate House	22480.11

APPENDIX

PUPILS DISCHARGED ACCORDING TO GRADE

DAY SECONDARY SCHOOL—SCHOOL YEAR 1959-60

	Over 17			*Employment Certificate*		
School Group and Grade	*Boys*	*Girls*	*Total*	*Boys*	*Girls*	*Total*
Junior High Schools						
7	11	5	16	38	14	52
8	84	34	118	234	114	348
9	192	83	275	457	200	657
CRMD	215	102	317	121	47	168
Other Special Classes	62	47	109	30	17	47
Sub-Total	564	271	835	880	392	1272
Academic High Schools						
9	250	151	401	414	278	692
10	1509	801	2310	1549	1127	2676
11	2592	1674	4266	1101	988	2089
12	3176	2207	5383	181	172	353
CRMD	40	28	68	11	5	16
Other Special Classes	55	25	80	54	22	76
Sub-Total	7622	4886	12508	3310	2592	5902
Vocational High Schools						
Full Time						
9	152	48	200	277	97	374
10	1057	300	1357	1275	405	1680
11	1059	473	1532	391	229	620
12	775	344	1119	25	21	46
CRMD		2	2	1	0	1
Other Special Classes	0	0	0	1	0	1
Sub-Total	3043	1167	4210	1970	752	2722
Part Time	5831	3590	9421	—	—	—
Total	17127	9973	27100	6213	3760	9973

Register as of October 1959	
Elementary Schools	557,169
Junior High Schools	186,595
Academic High Schools	189,737
Vocational High Schools	
Full Time	37,920
Part Time	6,509

* * * * *

Prepared by: Leonard Simon, Bureau of Curriculum Research
Abstracted from: Report on Pupil Discharges
Bureau of Attendance
School Year 1959-1960

COMMITTEE REPORTS ON A PROGRAM FOR SLOW LEARNERS

JUNIOR HIGH SCHOOLS

1. The proposed program for a four year course of study leading, in some cases, to employment at the completion of the course, is based on the experimental work which has been carried on in the Career Guidance Project at J.H.S. 142Q, 60B, 136K, 43M and 118M, under Associate Superintendent Loretan with the assistance of the Guidance Bureau under Dr. Krugman.

2. *Goals*

   2.1 To build self-confidence and self-understanding in these pupils; to help them to set and achieve realistic goals.
   2.2 To improve basic skills in reading, speech, computation, etc.
   2.3 To develop good work habits and attitudes toward work.
   2.4 To develop a practical curriculum around their needs.
   2.5 To help pupils to improve their emotional and social adjustment.
   2.6 To provide opportunities to explore cultural and vocational opportunities.

3. *Organization*

   The course should be flexible so that pupils who improve can be returned to the regular track in the J.H.S., and others, who are falling behind be placed with the group.
   Various patterns have been suggested and are being tried out:
   3.1 A group selected from incoming seventh grades, who will probably leave school at 16, for whom a four year course will be planned. Such pupils will be among those who show some of the following characteristics:
      3.1.1 Reading grade below 4
      3.1.2 Poor work habits
      3.1.3 Incomplete schooling
      3.1.4 Low ratings in attitudes, negative toward school
      3.1.5 Irregular attendance
      3.1.6 Frequent changes of schools
      3.1.7 Poor I.Q. rating
   3.2 Four year track based on retention in grade 7 or 8; with a special curriculum for the repeated year.
   3.3 A special final year with orientation toward employment.

4. *Curriculum*
    - 4.1 Guidance centered, intense analysis and assistance for each individual.
    - 4.2 Core; two period block program with a sympathetic and gifted teacher; social studies, English and guidance, consumer education, pre-vocational skills and information.
    - 4.3 Class size 25
    - 4.4 Reading 4 extra periods, groups limited to 12-15.
    - 4.5 Extensive excursions centered around employment resources.
    - 4.6 Shops geared toward developing marketable skills.
    - 4.7 Final year job centered, with part-time job placement leading to permanent employment.

5. *Staff*
    - 5.1 Guidance personnel
    - 5.2 Placement personnel
    - 5.3 Reading teachers
    - 5.4 Small pupil teacher ratio
    - 5.5 Teacher training and supervision

6. *Problems*
    - 6.1 Need for liaison with industry and labor unions; expert placement personnel.
    - 6.2 Parent education, to help parents and pupils face their limitations.
    - 6.3 Personnel — problem of assigning best teachers and thus depriving the normal and gifted. In many schools, teachers do not handle this group full time, but also teach brighter children.
    - 6.4 Tendency of minority groups to fall into this category because of cultural deprivation.

ELIZABETH C. O'DALY, Chairman
Assistant Superintendent
Division of Junior High Schools

COMMITTEE MEMBERS
Morris Krugman
Charles O'Toole
Alfred Nussbaum
Edna Crowley
Anita Dore

VOCATIONAL HIGH SCHOOLS

1. *General design of the curriculum in the vocational high schools:*
   a) It was agreed that the 9 period day, with 1 period for lunch to be used within the regular framework for the present. The program must appear to be the same as the regular school program for psychological reasons.

   b) It was agreed that Language Arts, with emphasis on reading and comprehension was one of the important items of instruction, and that it should be utilized constantly throughout the daily program in all areas.

   c) Guidance must permeate all phases of this program, with full-time counsellors most necessary.

   d) The core approach for combining suitable subjects was favored by the committee for purposes of motivation and interest. The need for flexibility and possible separate classes in some instances was recognized.

   e) *Language Arts — Social Studies* (*2 periods daily*)
   It was proposed that a 2 period daily core class in Language Arts and Social Studies be offered. Reading, listening and speaking with reference to things the students are associated with in daily life (health, safety, community) to be combined with civic education and material from the world of work. Specific remedial work could be incorporated within the time framework.

   f) *Mathematics, Science and Drawing* (*2 periods daily*)
   It is proposed that arithmetic, accounting, budget, measurement, etc., be combined with drawing and elements of science in a core class.

   g) *Health Instruction* (*1 period daily*)
   It is suggested that health education, hygiene, personal fitness, physical education and safety be offered on a regular daily basis.

   h) *Shop Instruction* (*3 periods daily*)
   The committee agreed that shop instruction should be limited to elementary experiences adapted to the needs of the students.

   i) The proposed school day:

Language Arts and Social Studies	2 periods
Mathmatics, Science and Drawing	2 periods
Health Education	1 period
Shop	3 periods
Lunch	1 period
Total	9 periods

j) *Proposed Offerings to Boys*

- (1) *Building Trades* (Elementary Experiences)
  Elements of Plumbing, Electrical, Woodworking, Sheet Metal
- (2) *Auto Trades* (Elementary Experiences)
  Elements of Body and Fender Repair, Chassis and Engine Work, Gasoline Station Attendant Services, etc.
- (3) *Metal Trades* (Elementary Experiences)
  Elements of Sheet Metal, Ventilating and Duct, and Plumbing work.

k) *Proposed Offerings to Girls*

- (1) *Nurses' Aid* — (The committee felt that a better title for this would be "Pre-Nurse's Aid")
  Elements of patient care, child care, home care, and homemaking.
- (2) *Benchwork and Assembly* (Elementary activities)
  Part making and assembly, wiring, semi-skilled occupations involving finger dexterity.
- (3) *Novelty Making* (Elementary activities)
  Work with leather, plastics, jewelry, embroidery, etc.

l) *Proposed Offerings for Boys and Girls*

- (1) *Clerical* (Elementary Experiences)
  Clerical routines, typing, billing, filing, order making, packing, shipping, telephone and other services of this type.
- (2) *Distributive* (Elementary Experiences)
  Work with retail outlets (content for this area and clerical should be developed in conjunction with office of Director of Business Education).

2. *Identification and Admission of Students*

a) The committee felt that we do not at this time have a *valid method* for positively identifying "those students who are likely to leave school early to go to work."

b) It was agreed that identification on the basis of Cumulative Record (including I.Q., Reading, Arithmetic and other test scores, achievement, attendance, etc.), teacher observation and evaluation would be a practical method for determining potential dropouts.

c) This program is designed only for those pupils who can profit from this type of course. It is not intended for those who are not educable.

3. *Facilities Needed*

   It is assumed that adaptations can be made of present facilities to provide for this program and that additional required equipment will be provided as needed. However, where this is not immediately possible, present facilities must be used so as to carry out the intent of the program.

4. *Staff Needs*

   a) The committee assumes that a maximum class size of 25 pupils will be organized. Additional staff must be provided to each school in the program. It is expected that this staff will be specially selected and oriented for this type of class.

   b) Staff must also be provided for special services such as full-time guidance, health counselling, psychiatric social worker, placement and remedial instruction.

   c) Clerical services must also be provided for production of instructional materials, etc.

5. *Materials and Supplies*

   The committee assumes that full budgetary provision will be made for materials, supplies, special textbooks and workbooks, instructional aids and other necessary materials.

   Any program which is adopted must be completely flexible to provide for these special needs of these special children.

Respectfully submitted,
HARRY LEWIS, Secretary
Bureau of Curriculum Research

COMMITTEE MEMBERS
William C. Cox
William J. Fitzpatrick
Charles A. Gilbert
Beatrice A. Hodgins
Michael M. Katzoff
Mildred C. Pascale

ACADEMIC HIGH SCHOOLS

OBJECTIVES

1. To provide a program of instruction for selected pupils in their terminal year in school.
2. To provide basic common learnings required in our society.
3. To provide knowledge and attitudes important to good citizenship.
4. To develop salable skills.
5. To orient students to the world of work.
6. To provide, where possible, part-time supervised work experience as a transition to self-sustaining work.

SUGGESTED PROGRAM PATTERN

A large degree of flexibility should be allowed to each school in the construction of its program. A five-period school day is suggested, with the afternoon reserved for guidance conferences, work experience, and/or field trips. Trips should be utilized to enrich the curriculum and to familiarize the pupils with the geography of the city and with its work opportunities.

Guidance should be carefully planned and administered within the framework of the local school situation. Personal and occupational guidance should be stressed. It is suggested that a specially designated member of the faculty, chosen for his abilities and interests, serve as homeroom teacher and guidance counsellor for the pupils and teach them in one subject class. This teacher would also be responsible for trips and/or supervision of work experience.

The content of English and Mathematics classes should be planned to enable pupils to master techniques and processes used in business — business letter form, addressing envelopes, reading instructions, filling out forms, keeping simple accounts, change-making, etc.

Subject areas need not necessarily conform to the usual one-term or one-year pattern. Time blocks of six, eight, or ten weeks might serve to complete a section of the course of study in English or Social Studies.

SUGGESTED CURRICULUM

A. *General Education*

   1. *English* — development of accuracy, clarity, coherence, good usage in spoken and written English; development of critical appreciation and utilization of mass media of communications; attention to business techniques and processes related to language; literature, vocabulary, and composition, stressing orientation to work as well as recreational reading.

2. *Social Studies* — American heritage through studies of outstanding Americans, American holidays, documents, folklore and folk music; practical government and citizenship; economic geography; close correlation of current events and content.
3. *Mathematics* — business arithmetic, measurement, accounts, budgets, business and tax forms.
4. *Applied Science* — possible alternative to second term of Math; descriptive treatment of important scientific principles; tools, home repairs, wiring, motors, radio.
5. *Health Education* — personal hygiene and grooming, first aid.

B. *Skills*

1. Typewriting (boys and girls)
2. Office Practice (boys and girls)
3. Distributive Education (boys and girls)
4. Home Economics — nursing, clothing, foods. (girls)
5. Office Machines (boys and girls)
6. Home Mechanics (boys) — not to be chosen if Applied Science is included under General Education.

C. *Work Experience*

This would be related to the cooperative program under which students attend school in the morning, and work part time in commerce or industry. The coordinating teacher would place students in jobs, inspect work conditions, and confer with employers on students' work progress. Centralized contacts with employer groups and corporations would be of great assistance in providing jobs.

COMMITTEE MEMBERS

Paul Driscoll
William Friedman
Saul Israel
Evelyn Konigsberg

WORK-EXPERIENCE PROGRAM IN THE HIGH SCHOOLS, 1959-60

The Work-Experience Program for Potential Drop-outs has now been in existence for five years. During the first three, it was restricted to two schools, and was frankly experimental. For the last two years, it has been carried on more widely. During the school year 1959-60, it was in operation in five high schools, and a sixth was added in September 1960.

The program is designed to meet the needs of the relatively small group of high school boys who have failed to adjust to the school situation. Although they are a small proportion of the entire high school population, they constitute a major problem in many schools, and represent a possibility of educational and social waste that the community can ill afford. These are the boys in their sixteenth or seventeenth years whose high school experience has been predominantly an experience of failure. They are likely to be truants; they may be behavioral problems. They regard school attendance as an irrelevant postponement of their entry into employment, with its concomitants of income, status, and adult freedom of action. On the other hand, they are not prepared for the world of work — educationally or psychologically, even if there were no legal barriers to their employment. Their concept of authority, whether in the family, the school, or society at large, is that of a restrictive force whose purpose is solely to bedevil them. Frustrated, often idle, purposeless, these boys are in a dangerous situation. The glamor and excitement of delinquency may be too strong for them to resist.

For such boys, the Work-Experience Program offers an educational schedule that appears to meet their needs. Granted that they do wish to work and that they have parental approval, they may be admitted to a small group, usually less than twenty-five, under the guidance of a teacher assigned as coordinator of the program. This teacher is their counselor, as well as their teacher in some of their classes. He also places them in part-time jobs and visits them on the job. He maintains contacts with employers, parents, and community agencies. He becomes the focal point for all the boys in the group in both their school and job relationships.

Typically, the boys are instructed by the coordinator in their homeroom period and some subject classes. Regardless of the subjects taught in these classes, there is an emphasis on guidance and on orientation to the world of work. In four schools, the subjects taught by the coordinator include English and Social Studies; in one case the coordinator teaches Business Practice; in another the coordinator teaches an integrated course in Applied Physics and Machine Shop. The boys receive instruction in physical education along with the other students of the school and, with the exception of those at one school, attend at least one class in the regularly offered courses of the school.

The boys are scheduled to complete their classes in time to report punctually to afternoon jobs. The majority of these jobs are of the clerical, messenger, merchandising, and service types, and are largely in local establishments. To hold his job, a boy must meet his responsibilities at school as well as satisfy the requirements of his employer. Most of the jobs are obtained by the individual coordinators, sometimes with the aid of the State Employment Service. Jobs obtained by boys on their own must be approved by the coordinator, and are subject to the same regulations as those provided through his efforts. Satisfactory employment for a minimum number of weeks is credited as a major subject on the pupils' school records. Boys who are currently unemployed are assigned to job situations in the school or given additional instruction.

The results of the program are remarkably uniform in all the schools. After entering the program, the attendance of most boys shows a drastic improvement. Infractions of school discipline decrease markedly. Although educational achievement does not improve to the same extent as attendance and behavior, it does show a definite upward trend, and in some cases is quite phenomenal. Since a boy in the program can complete up to five major subjects a term, including job credit, the student who finds himself scholastically can return to the regular high school stream with a realistic goal of obtaining a general diploma. Quite often the experience of working on a job convinces a boy of the need for more education and raises his vocational aspirations. The fact that he is earning school credits in the program, and is usually continuing in one or more of the school's regular subject classes makes the readjustment to a full diploma course easier than it would be if the program were entirely isolated from the rest of the school.

Although many boys do return to a diploma course of study, the objectives of the program are also attained in the case of the pupils who leave the program directly for full-time employment. For these boys, the terminal aspects of the program, such as job-orientation, improvement of communication, development of work habits, introduction to business practices and labor legislation, and practical citizenship education, along with job experience and personal guidance, are the most important ingredients. The primary objectives of the program are to introduce the pupil to the world of work, condition him to adult responsibilities as a citizen and worker, and prepare him for full-time employment, while affording an opportunity for him to complete his high school education, should he be able and motivated to do so.

There appear to be three reasons for the success the program has achieved. Most important is the job itself. The job gives the boy income and status. It motivates his attendance at school and his efforts to maintain a satisfactory school record. It introduces him to the adult world of business. Also important is the channeling of all school contacts through a sympathetic teacher who has the opportunity to know the boy in class and on the job as well as in a counseling situation. There develops a teacher-student relationship that is singularly close. This contributes to a feeling of confidence on the part of the boy. For the first time, perhaps, he receives an image of the school as a friendly and helpful institution. A third reason for the program's success is that in classes taught by the coordinator, there is generally an emphasis on the practical and concrete, and material that is job-oriented or geared to adult living. At the same time, the learning is carried on at a level that is within the grasp of the boy.

The selection of students for this program is usually a cooperative function of the school's guidance staff, the dean, and the coordinator. It is important that the boys who are chosen want to work and are in need of the special counseling and instruction. The program is not intended for students who are adjusted to school but desire part-time work. Other arrangements can be made for them. The provision of an additional teaching position to a school to release a teacher to serve as coordinator is based on the premise that the program will be utilized for the boys who need work experience and a specially designed school situation. On the other hand, students who are seriously disturbed or who are hard-core delinquents, are not placed in the program. For such boys, a more clinical approach with provision for psychiatric aid would be indicated. The Work-Experience Program cannot be expected to deal with them.

Although the program is planned as a one-year curriculum, students are admitted at any time that the need arises and a vacancy exists. Similarly they may leave at any time that they are successful in moving into full-time employment. In the course of a year, the number of students who work in the program may be much greater than the register as of a given date. On the other hand, some pupils remain in the program for more than a year, and in some special cases may even remain in it until they graduate.

The students who are selected for inclusion in the work-experience groups do not come predominantly from any one ethnic or national group. Rather they represent a cross section of the varied backgrounds of the community's population. The one element that appears to be common to a majority of them is the existence of a broken home or disturbed family situation.

The boys who are selected must be employable. Providing them with jobs, however, is sometimes a difficult problem. Many large business organizations, as a matter of policy, do not hire young people below the age of eighteen. State regulations narrow the field of employment for the sixteen- to eighteen-year old. Part-time employment opportunities are not always reported to employment offices. The coordinators have had to build contacts with neighborhood employers by personal calls, mail campaigns, and visits to local employer associations. That the efforts of the coordinators have been quite productive is shown by the registration and employment figures for the program as of October 1960:

High School	*Registration*	*No. Employed*
DeWitt Clinton	21	15
Haaren	24	22
Jamaica	14	8
John Jay	19	14
Port Richmond	19	18
Westinghouse Vocational	11	6
Totals	108	83

During the school year 1959-60, students in the program earned a total of $52,997. The average weekly hours of employment were 20.4, and the average weekly earnings were $22.50.

The problem of employment, however, continues to be troublesome. If the program should be further expanded, a central employment agency of some kind would be most helpful in relieving coordinators of some of the burden of job placement. In the nature of things, nevertheless, it is reasonable to expect that a large number of the available jobs will still be found in the immediate neighborhoods of the schools, and will be ferreted out by the coordinators.

It is quite clear that if the job is the most important element of the program from the viewpoint of motivation, the coordinator is most important from the viewpoint of operation. He combines the functions of teacher, counselor, vocational adviser, and placement officer. He must be guidance-minded and sympathetic, but must resist softness and sentimentality. He must be an effective teacher, able to adapt his methods to the needs of an educationally retarded group. This position is demanding, but those who occupy it find it rewarding. The growth of students under their direction appears to provide a psychic income to match the enthusiasm and energy they put into it.

In the event of further expansion of the program, the adjustment of new coordinators to the program should be easier than that of the pioneers in the movement. The coordinators have met regularly with Gerald Hilton, of the Cooperative Education Office, who serves as central coordinator. Recently these meetings have been attended by personnel of the Bureau of Curriculum Research and by the writer of this report. These meetings provide for interchange and evaluation of methods and materials. As a result, there has developed a body of successful practices which can be passed on to new coordinators. Teachers newly assigned to the program can also avail themselves of the opportunity to observe procedures at schools where the program is in operation.

Not only new coordinators, but also those now in the program should benefit from the appearance of an experimental Teaching Guide for Slow Learners Who Are Potential Drop-Outs, issued by the Bureau of Curriculum Research. This grew out of the work of a committee under the direction of Associate Superintendent Ethel F. Huggard, on the preparation of a one-year terminal course for high school students who are potential drop-outs. Study units, appropriate to the needs of pupils who, for one reason or another, will probably not remain in high school to graduate, were outlined by the committee. Charles Savitzky, of Westinghouse Vocational High School, developed these units, drawing upon his own experience in the Work-Experience Program as well as upon the resources of the Bureau of Curriculum Research. Although this tentative course of study is designed for ultimate use with a larger group of pupils in the schools, notably the slow learners, the Work-Experience classes were designated as pilot groups in which the Teaching Guide should be used experimentally. Thus the coordinators and other teachers working with the Work-Experience groups now have available suggested activities and materials for a year's work in units geared to the needs of their students.

The designation of the Work-Experience groups as pilot units in the use of the Teaching Guide, planned with slow learners in mind, was appropriate. Although boys are chosen for this program because of their poor adjustment to school, and not specifically because of lack of learning ability, the great majority of them fall into the lower range of intelligence quotients. Even those who are of average native ability and the few who rate high on intelligence tests are slow learners in an operative sense, for they have failed to succeed in school, and are retarded in their actual learning. All tend to be poor readers. Moreover, these boys are contemplating departure from school in favor of employment, and job-centered units are particularly relevant to their needs. Out of the Work-Experience Program there may finally grow the course of study, the activities, the methods and materials for a terminal year that will have much wider application.

A corroboration of the success of the program to which jobs, the coordinators, and the curriculum contribute, is found in the statistical summary of the disposition of cases, prepared by Mr. Hilton (see table at top of page 226). It is striking to note that of 226 boys who were in the program at some time between September 1959 and June 1960, only 3 continued to be truants. Approximately 31% returned to regular school programs, while 24% entered full-time employment or the armed services. Approximately 30% remained in the Work-Experience Program at the end of the school year. Allowing for the latter group and for transfers, less than 6% of the boys in the program can be said to have represented cases that can be presumed to be failures in the light of the program's objectives.

The record indicates that the program has been effective, and should be

WORK EXPERIENCE PROGRAM FOR POTENTIAL DROP-OUTS

Disposition of Cases: September 1959—June 1960

School	*Cumulative Register*	*Graduated*	*Discharged from School*		*Resumed Regular Program*	*Continued Work-Experience Program*
De Witt Clinton	71	3	25	21—full-time employment 2—training institution 1—other N.Y.C. H.S. 1—Armed Services	16	27
Haaren	62	0	9	4—full-time employment 3—continued truancy 1—left country 1—left state	40	13
John Jay	26	0	8	6—full-time employment 1—non N.Y.C. H.S. 1—training institution	11	7
Jamaica	38	0	26	18—full-time employment 6—other N.Y.C. H.S. 2—non N.Y.C. H.S.	4	8
George Westinghouse	29	2	13	8—over age 3—full-time employment 2—Armed Services	0	14
SUMMARY	226	5	81	52—full-time employment 8—over age 7—other N.Y.C. H.S. 3—continued truancy 3—Armed Services 3—non N.Y.C. H.S. 3—training institution 1—left country 1—left state	71	69

expanded to more schools. There are few high schools in which twenty boys of this age group, poorly adjusted to school, cannot be found.

As expansion takes place, certain principles should be followed. The program should remain flexible in order that each school can develop it in the context of its available facilities and personnel. While flexibility should be maintained, it seems desirable that the typical plan should call for the coordinating teacher to teach the boys in homeroom and two classes, while the students attend two classes plus health education in the regular school stream. The coordinator needs this much time to include group guidance and job orientation in his teaching and to know the boys as he should. At the same time, the boys should continue to have contact in classes with their other schoolmates. Since one of the concomitant results of the program is to make the students more conscious of school responsibilities and to awaken pride in their school, it would be illogical as well as unhealthy to isolate them completely from the rest of the school. Also, the return to regular diploma courses is facilitated by continuing such contact.

The coordinator of the program in each school should be permitted to devote all his time to the group in his care, without being asked to carry other classes. A homeroom period, two periods of teaching the boys, counseling, job placement and job supervision, and conferences with parents add up to a very full assignment. Since a teaching position is allotted for the program, it should be used entirely for these functions.

Some assistance in job placement, either on the school level or from a central agency, should be provided for the coordinators. The task of finding jobs eats into the time available for visiting pupils on the job and for conferring with parents and representatives of outside agencies. Lack of sufficient jobs ties down a coordinator to supervising unemployed boys in the school during afternoons when he should be free for job visitation.

The process of developing effective practices and materials should continue. This will be facilitated during the present school year by the planned evaluation and revision of the Teaching Guide. It is hoped that the Bureau of Curriculum Research will publish the guide in a more permanent form, expanded to include further bibliographies and lists of audio-visual aids, in the coming year.

The guidance approach should be stressed in any extension of the program. The students are in a crucial period of their lives, and usually find it difficult to relate to other persons. They desperately need guidance from a practical, sympathetic adult, with whom they can build a relationship of trust and confidence. Emphasis on job orientation and on practical citizenship and family responsibilities should be an important phase of the program, as they have been. In counseling these boys, the approach is more important than the technical guidance training of the coordinator, and in teaching them, flexibility, rapport, and imaginative procedures are more important than subject background.

As the program expands, consideration should be given to the possibility of the issuance of certificates to boys who satisfactorily complete one year in it prior to leaving school for full-time employment. Such a certificate might excuse its holder from attendance at continuation school and would provide for a significant termination of attendance at high school. The program, considered as a terminal year, has much the same objectives and emphases as the continuation school, and completion of a year's work could logically be considered as meeting the needs for which continuation programs have been designed. In this respect, the Work-Experience Program may, as in curriculum, prove a pilot project for a more inclusive terminal year for non-graduating high school students.

On the basis of the experience of the schools now taking part in the program, of observations of its operation, and of the statistical picture of its results, the value of the Work-Experience Program appears to be substantial. It should no longer be viewed as an experimental project, but should be expanded as one of the most effective means of guiding the so-called "problem cases" of our schools into responsible citizenship. In the light of the conservation of human resources and avoidance of social waste that could result, its expansion would appear to be an excellent community investment.

The foregoing report has been prepared at the request of Dr. Mary E. Meade, Assistant Superintendent in the High School Division, under whose general supervision the Work-Experience Program operates. The report is based on observation of the program in each of the schools, discussions with coordinators and school administrators, and records in the schools, the Office of Cooperative Education, and the High School Division.

Respectfully submitted,
PAUL DRISCOLL,
Division of High Schools